

METHOD

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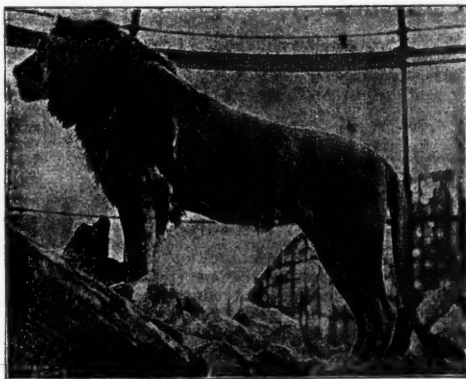
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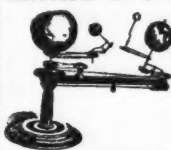
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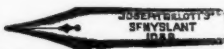
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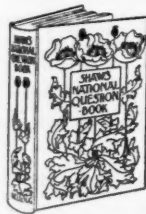
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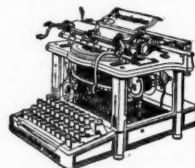
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THE SCHOOL JOURNAL

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No. 3

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Moral Training Thru Helpfulness.

By JOHN R. DENNIS.

It will be apparent to any one who takes the New Testament in his hands that the great aim is to abolish selfishness—that is, the concentration of thought upon self; and in its stead to rear the structure of unselfishness. But this demands a practical aim; it will be useless for you to bid a child "Be unselfish," you can train him to think of and help others; this will be practical unselfishness.

It will be the constant effort of the thoughtful teacher to employ his pupils on something that is for the common good. He might well make his rule, "Never to do anything in and about the school that a pupil could do." Possibly this is too broad, yet it will be hardly found so. The end proposed, bear in mind, is not to aid the teacher to run the school, but to develop the spirit of unselfishness.

Let us look at a child in a country home such as Col. Parker used to describe; it was his own early life, tho he did not say so. Early in the morning he is awakened to assist in doing the "chores;" he is helping his father and mother; a round of work begins and goes on all the day unless interrupted by going to school. If there are several in the family the older are required to help the younger on the way to school.

Much thought has been given to answer the question why country life builds up a stronger character than city life; here we have the main cause. In the city there is no helping demanded—even the sidewalks are not cleaned of snow by the boy of the household; he is "dressed up" from the time he gets up until he goes to bed. He cannot be helpful if he would; he is not helpful; he is selfish—because there is nothing to take his thoughts away from self until he is employed in a store, shop, or office. Too often his habits are formed by that time and he never develops into a stalwart character.

Train the Pupil to Help.

Let us now endeavor to imitate in the school what we have seen produces such important results in the country home. To make this clear an actual example will be described.

In a town of 5,000 inhabitants there was a union school, and its results disappointed its best friends. The senior department of boys was especially rude. A new principal saw that a selfish spirit actuated these boys. He began by appointing a first and second officer of the day, the former to have charge of the attendance roll, the windows, the visitors, the blackboards, etc.; the latter of the coming in and going out of the pupils and of the playground. Each had a neat gold badge, as a symbol of authority. There were girls in the large room and from these two were selected in a similar way, and termed first and second consuls. They office for one week.

This principal had two vice-principals as assistant teachers, but he devolved upon these officers all the work possible. A book was kept by each and a daily report made; the duties of each were written down on the inside of the cover to be studied over; a short conference was held each morning with the four officers. They were empowered to ask assistance from other pupils; they could decide many questions subject to an appeal to the teachers.

Its Operation.

Let us enter this school before school time; we find a pupil in authority at the door; he sees that there is no running up the stairs, no pushing or crowding of the younger ones. In the rooms the teachers are busy in various ways; here is a pupil with a badge who meets us, offers us a seat, speaks to the principal, marks the attendance, takes the "excuses" and pastes them in a blank book for the principal's inspection, attends to the fire, the doors, the windows, answers questions or refers the questions to the principal, puts the program of the morning exercises on the board, etc., etc.

There are five chairs on the platform; the first officers sit in two of them at times, having books to study, coming and going with their classes, of course, but on hand and ready to help. On Friday afternoon the principal comments on the order during the week and credits it to the officers, and thanks them and appoints others. Sometimes the second officer becomes the first officer.

A General Spirit.

In order to generalize the training in helpfulness a session was held once a week, at least, to consider matters relating to the general good. At these sessions a chairman and secretary were chosen, and discussions held. There would be an executive committee to report, and all were free to express themselves. For instance, the floors were not deadened and the pupils on the second floor suffered from the noise made by the walking on the third floor. At one of the sessions it was proposed to have matting for the floor. The cost was ascertained, a committee to obtain subscriptions appointed, and finally a place made for a public entertainment. The teachers seemed to merely acquiesce and co-operate with the pupils; in reality they were active in making suggestions to the pupils which they expressed. Later the pupils undertook the purchase of a piano.

Many matters that would have fallen flat if the principal had suggested them were successfully handled by the pupils of this upper department because they were managed by them.

The Effect.

Let us not judge of the success of this development and employment of pupil-force by the accumulation of money to purchase matting and a piano; that would be short-sighted. It had been a source of regret in the town that the older boys were rude, ungentlemanly, loafing, boisterous, and unambitious. This principal saw this condition; he felt they needed moral training; he saw they were in a sense beyond parental power. It would be of little, possibly of no use, to lecture them concerning their behavior. He determined to get as much work as possible out of them and to make them labor hard for the good of others.

His expression was, "I heated them up with interest concerning the school and pounded them on the anvil of hard lessons." This, derived from his former employment in an iron furnace, explained his moral philosophy. They became interested in the school management as something for which they were responsible; they were obliged to think of and serve others.

The people in the town began to perceive there was an agency at work that was softening, civilizing, and refining their sons. Just how it came about was not immediately apparent.

The principle is this; as one grows in morality he helps others; as he helps others he grows in morality. To wake a boy in the morning, see that he is properly dressed, his stomach filled with food, to watch the clock anxiously and start him for the school; arrived there to fall under watchful teachers who continue the process, propel him from class to class, and finally start him homeward, is a process of immoral training. This principal varied the program as soon as the pupil arrived at the school.

It would not do for him to lecture them at the beginning and demand, "What are you doing for the good of others to-day?"

He began by making them work for others and reserved to a later period the discussion of its value and importance. We need not add that he engaged some of the leading matrons of the town to second his efforts; women more easily comprehend the trend of efforts such as we have described than men. In an undertaking so extensive a wise man will use all appliances possible. It will be apparent that this principal followed in his school the plan of a Christian father and mother in their bringing up their children; their motto, if expressed, would be, "Have them do everything possible for others."

Some teachers have seen such good results from obtaining the aid of their pupils in the management of the school that they have recommended to imitate a republic, or at all events a limited monarchy. We do not purpose to discuss this question at this time. The proposition is to cause the pupils to work for the common good in order to train them in morality. We use the term "common good," but a pupil who keeps the blackboard clean and ventilates the room, seats visitors, etc. is working for the good of individuals; if he continues at it he acquires habits, he forms a character—that is a fixed resolution to live according to ethical rules.

Three Lines of Language Training.

By M. H. LEONARD, Massachusetts.

There are three distinct kinds of language training that must be recognized in school work. They are adapted to different ends, and pursued by different methods. All of these are important, and each is defective if not supplemented by both of the others.

There is the formal or structural study of language. In this department, grammar is perhaps the central study.

But the formal study of language includes also all that relates to spelling, pronunciation, etymology and all else that belongs to the scientific or formal make-up of spoken or written English. This line of work is chiefly technical. Its aim is to give the student control of his native tongue as an instrument that may be used for the higher ends of self expression.

This study of English on the structural side begins with the earliest grades of school. But it also reaches on with increasing interest and importance, through the historic and comparative language study that belongs to high school and collegiate work.

A second kind of language study for schools is that which is pursued by literary methods and devoted to literary ends. The study of the literary treasures of a language has elements of culture which the structural study of language can never give. It touches the emotions and cultivates the taste. Its appeal is to the motives and the spiritual life of the soul. It is therefore a corrective for certain faults of mind that merely technical study sometimes induces.

The study of literature is sometimes thought of as belonging to the later part of school life. But this is a serious mistake. Even for the youngest children in schools there is literary material in abundance which can be studied for artistic ends. The study of literature, not in name but in its essence, should begin in the Kindergarten and extend thru all stages of school and college life.

But the literary as well as the technical study of language has its limitations. The study of a literary masterpiece,—as one of Shakespeare's dramas,—is a receptive study. It does not always lead to active effort in the use of one's own language powers. It may even have a tendency to paralyze active literary effort, as one yields himself to the passive enjoyment of the work of others, or to the sense of discouragement sometimes induced by the disparaging comparisons which great writings invite toward all humbler performances. While the critical taste is cultivated, the creative faculty is not always aroused by the study of noble writings.

Both the formal and the literary language study therefore need to be reinforced by plenty of practical composition work. By well-graded exercises and the use of stimulating motives the teacher should call forth the best creative energies of the pupil and lead him to the habit of free and correct expression of his own thoughts in both spoken and written English.

From the primary school to the university, then, these three lines of language study,—the formal or structural, the literary or artistic, and the creative or practical—need to be pursued side by side, with no one of the three overshadowing, but each aiding and correcting the others, until by their joint actions and reactions the student comes to deserve the praise once bestowed upon an English scholar, "He was well-learned."

Tennyson's "The Holy Grail."

By EMILY C. CLARK WEBBER.

According to tradition the "Holy Grail" was the cup out of which the Saviour drank at the last supper with his disciples. It belonged to Joseph of Arimathea and remained in the possession of his family until one of its keepers proved wanting in the purity of heart and life needful in its possessor. It was then lost to sight.

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The Story of Tennyson's "The Holy Grail."

From noiseful arms, and acts of prowess done
In tournament or tilt, Sir Percivale,
Whom Arthur and his knighthood call'd The Pure,
Had passed into the silent life of prayer,
Praise, fast, and alms.

One day, talking with a fellow-monk, he told how he left the active life of arms for the quiet cloister. The sweet vision of the Holy Grail had driven him from earthly vain-glories and rivalries to earnest prayer and fasting. The Grail was no phantom, he said, but

The cup, the cup itself, from which our Lord
Drank at the last sad supper with his own.

And if a man
Could touch or see it, he was heal'd at once,
By faith, of all his ills.
But then the times grew to such evil that the Holy Cup
Was caught away to Heaven, and disappeared.

Sir Percivale had a sister, a holy nun, who thought much of the Grail and prayed that it might come and heal the world of wickedness. She prayed and fasted much, in order that the Holy Cup might appear to her.

At length one day Sir Percivale's sister sent for him, as he tells us:

And when she came to speak, behold her eyes
Beyond my knowing of them, beautiful,
Beyond all knowing of them, wonderful,
Beautiful in the light of holiness,
And, "O my brother, Percivale," she said,
"Sweet brother, I have seen the Holy Grail;
For, waked at dead of night, I heard a sound
As of a silver horn from o'er the hills
Blown, . . . and the slender sound
As from a distance beyond distance grew
Coming upon me—
Oh, never harp nor horn,

Nor aught we blow with breath, or touch with hand,
Was like that music as it came; and then
Streamed thru my cell a cold and silver beam,
And down the long beam stole the Holy Grail,
Rose-red, with beatings in it, as if alive,
Till all the white walls of my cell were dyed
With rosy colors leaping on the wall;
And then the music faded, and the Grail
Passed, and the beam decay'd, and from the walls
The rosy quiverings died into the night."

Then the nun begged her brother, the knight, Sir Percivale, to fast and pray, and to entreat his fellow-knights to do likewise, in order that the vision might come to them and healing from sin to the world. Great good to mankind might be wrought by the Grail.

Among the knights of King Arthur's court was one, Sir Galahad, youngest and fairest of them all; he was clad in white armor evermore. When Sir Galahad heard of this vision which the nun had seen his eyes shone even as hers had done. Then Percivale's sister the holy nun, cut off her hair, which had been so long that it fell to her feet, and plaited a broad, strong sword-belt.

And wove with silver thread a crimson Grail within a silver beam;

And saw the bright boy-knight, and bound it on him,
Saying, "Go forth, for thou shalt see what I have seen,
And break thru all, till one will crown thee king,
Far in the spiritual city;" and, as she spake,
She sent the deathless passion in her eyes
Thru him, and made him hers, and laid her mind
On him, and he believed in her belief."

Once a marvel happened in King Arthur's court. The knights were seated about the table round, when all at once there was a sound of thunder, and in the sound a cry. Then

In the blast there smote along the hall a beam of light seven
times more clear than day;
And down the long beam stole the Holy Grail
All over cover'd with a luminous cloud,
And none might see it, who bare it, and it pass'd.

The knights were struck dumb with wonder; then they took solemn vows to seek the Grail.

King Arthur was away when this wonder was beheld. When he learned what had happened he was sorry that the vows had been made, for he thought that most of his knights were not high-souled and pure enough to win the Grail. In following a vain quest he feared they would fail to do the good within their power. But since the promises had been given the king wished them to be kept.

So when the sun broke next from underground,
All the great table of our Arthur closed
And clashed in such a tourney and so full,
So many lances broken—never yet
Had Camelot seen the like since Arthur came.
And I [Percivale], myself, and Galahad—for a strength
Was in us from the vision—overthrew
So many knights that all the people cried,
And almost burst the barriers in their heat,
Shouting, "Sir Galahad and Sir Percivale!"

That was the last great tournament of Arthur's knights. When the next day's sun set most of them were scattered, gone in quest of the Holy Cup. The great hall of Camelot, King Arthur's wondrous palace, was thronged with men and women, come to see them go; men and boys had climbed upon the roofs and out upon the galleries and were clinging even to the carved lions and dragons. But in the street those who rode to say farewell wept for grief,—Arthur, Queen Guinevere, Lancelot, and many another.

At first Sir Percivale felt proud of his achievements in the lists and hopeful that he should win the blessed prize. Later, every evil word and thought and deed of his life came to his mind, and he said to himself:

This quest is not for thee.

After a time he found himself

Alone and in a land of sand and thorns.

He was thirsting unto death, and again he cried that the quest was not for him.

While his throat was parched and dry from this raging thirst in fancy he saw smooth, green lawns sloping to rippling brooks, by which grew apple-trees laden with luscious fruit. But as he drank and tasted all became as

dust, and he was left thirsting in a land of sand and thorns.

So on and on he traveled, very weary and very thirsty. Whatever and whomever he saw fell into dust at his touch, and he was lonelier than ever, footsore, weary and athirst.

At length, in a low valley he found a chapel, cared for by a holy hermit. He told the hermit his strange dreams—how things seemed real to him and then vanished into dust at his touch. And thus the hermit spoke to him:

Oh, son, thou hast not true humility,
The highest virtue, mother of them all;

Thou thoughtest of thy prowess and thy sins.
Thou hast not lost thyself to save thyself
As Galahad. "When the hermit made an end
In silver armor suddenly Galahad shone
Before us, and against the chapel door
Laid lance, and enter'd, and we knelt in prayer."

Then the mass was sacrificed. Poor Percivale saw the Holy Bread alone, but Galahad saw the Grail descend upon the shrine. Never had the presence of the Grail failed him since the nun first taught him to see it, but it went with him night and day—fainter by day, but blood-red by night. Said Galahad:

And in the strength of this I rode,
Shattering all evil customs everywhere,
And past, thru Pagan realms, and made them mine,
And clashed with Pagan hordes, and bore them down,
And broke thru all, and in the strength of this
Came victor. But my time is hard at hand,
And hence I go; and one will crown me king
Far in the spiritual city; and come thou, too,
For thou shalt see the vision when I go.

Inspired by Galahad's faith Sir Percivale went forth with him, and marvelous were the sights he saw.

There rose a hill that none but man could climb,
Scarr'd with a hundred wintry water-courses;
Storm at the top, and, when we gain'd it, storm
Round us and death.

At length they entered into the midst of the black storm and the burning lightnings to

Where, link'd with many a bridge,
A thousand piers ran into the great Sea.
And Galahad fled along them, bridge by bridge,
And every bridge, as quickly as he crost,
Sprang into fire and vanished, tho I [Percivale], yearn'd
To follow; and thrice above him all the heavens
Open'd and blaz'd with thunder such as seem'd
Shoutings of all the sons of God; and first
At once I saw him far on the great Sea,
In silver-shining armor, starry clear;
And o'er his head the holy vessel hung
Clothed in white samite or a luminous cloud,
And with exceeding swiftness ran the boat—
If boat it were—I saw not whence it came.
And when the heavens open'd and blaz'd again,
Roaring, I saw him like a silver star,
And, had he set the sail, or had the boat
Become a living creature clad with wings?
And o'er his head the holy vessel hung
Redder than any rose, a joy to me,
For now I knew the veil had been withdrawn.
Then, in a moment when they blaz'd again,
Opening I saw the least of little stars
Down on the waste, and straight beyond the star
I saw the spiritual city, and all her spires
And gateways in a glory like one pearl—
No larger, tho the goal of all the saints—
Strike from the sea; and from the star there shot
A rose red sparkle to the city, and there
Dwelt, and I know it was the Holy Grail,
Which never eyes on earth again shall see.
Then fell the floods of heaven drowning the deep,
And how my feet recross'd the deathful ridge
No memory in me lives, but that I touch'd
The chapel doors at dawn, I know, and thence
Taking my war-horse from the holy man,
Glad that no phantom next me more, return'd
To whence I came, the gate of Arthur's war.

Others of the knights caught glimpses of the Grail. Sir Bors, a kinsman of Sir Lancelot, rode to the "lonest tract" of all the realm, where the people were still heathen and clung to the old worship and belief in magic. They told Sir Bors he was following a mocking fire.

Sir Bors answered:

What other fire than he,
Whereby the blood beats, and the blossom blows,
And the sea rolls, and all the world is warmed?

meaning God Himself.

Then these rude men seized Sir Bors and flung him into a cell of great piled stones. To Sir Bors, lying there in darkness, one still night

In color like the fingers of a hand,
Before a burning taper, the sweet Grail
Glided and pass'd, and close upon it peal'd
A sharp quick thunder.

And shortly afterward a Christian maiden released him from his dungeon.

When Sir Percivale made his way back once more to the court he saw King Arthur on the "dais throne," and with him, wasted and worn, not more than a tenth of those who had gone out to seek the Holy Cup. Sir Percivale told what he had seen, and how he was resolved to enter the quiet life of the cloister. The others, too, told of their experiences. Those among the knights, whose hearts were purest and whose lives the best, had come nearest to winning the vision of the Grail. That sacred sight was not for the brave or the strong, but for the sinless and selfless ones. Even the noble and knightly Sir Lancelot had seen the cup only from afar. He loved Queen Guinevere, King Arthur's wife, and had sought the Grail in the hope that the holy thing would burn away from him this sinful, disloyal passion, but his hope proved vain.

When all had told their tales King Arthur said:

And spake I not too truly, O my knights?
Was I too dark a prophet when I said
To those who went upon the Holy Quest,
That most of them would follow wandering fires,
Lost in the quagmire?—lost to me and gone,—

My greatest [Lancelot] hardly will believe he saw;
Another [Percivale] hath beheld it afar off,
And leaving human wrongs to right themselves,
Cares but to pass into the silent life,
And one [Galahad] hath had the vision face to face,
And now his chair desires him here in vain,
However they may crown him elsewhere.

To the king, too, had visions come,

In moments when he feels he cannot die,
And knows himself no vision to himself,
Nor the high God a vision, nor that One
Who rose again.

Ignoble Use of Classics.

In considering the vulgarization of great literature in American schools, the utterance of Mr. Boyd Winchester on the ignoble use of the classics, is worth quoting. He says, in the course of a paper in *The Nineteenth Century*:

It is the failure to distinguish between the spirit and the mechanism of language, in the unwillingness to recognize literature as having claims apart from philology, that the danger of the present tendency chiefly consists. A certain dry lexicographical habit of mind is said by Europeans to be the distinctive mark of American scholarship; that under a civilization hard and positive in temper

We teach and teach
Until, like drumming pedagogs we lose
The thought that what we teach has higher ends
Than being taught and learned;

that the best of literature is being forced under the yoke of our text-books and must yield to the proprieties of a dim-eyed scholarship;" and the diagrams with which it is sought to illuminate the classifications of literature fairly make one's head swim. With cubes, triangles, intersecting circles, cycloids and isopathic lines, inexorably involved and manacled, we find the best of ancient and modern literature—Chaucer, Milton and Goldsmith annotated; Scott prepared for "local examinations;" Byron edited; Shelley boiled down for the use of babes; Wordsworth and Keats captured; Shakespeare subjected to phonetic and inflectional systems; and even the Bible, as noble a piece of prose as any tongue can boast of, made the torture chamber of childhood, turned into a task-book, a book of impositions and punishment—a cruel misuse at once rousing in the mind a feeling of dullness and depression.

"The Classics need to be drawn more and more out of this scholastic isolation—rescued from this ignoble use. This habit should be counteracted by giving abundant stimulus and encouragement to their study as literature. In the classics, if anywhere, there is need to insist on a scholarship that will lay hold on some faculty higher than the memory."



A suggestion for the January blackboard.—By Margaret Ely Webb.

Illustrated Myths in Primary Schools

IV. Minerva and Her Gift to Man.

By GLADYS WILLIAMS, St. Louis.

We took up the myths in sequence as much as possible. As we had learned and played Praethon, becoming familiar with Jupiter and his great deeds, we thought it best to learn of Minerva and her gift to man.

As far as possible it is wise to have a plaster cast or picture of every mythical character that the children learn about, something that they may call their very own in their school home. I secured a very good medallion of Minerva and the children brought pennies for a twin medallion of Mars. They were very proud of their purchase and of the additional ornamental decoration for our room.

Minerva is symbolical of everything that is good and pure and is a typical good fairy, rendering assistance to men and women in the most trivial domestic affairs, providing rakes and ploughs for the overworked farmer, not



forgetting the good mothers at home, but inventing feminine implements for their use in their sewing and weaving. Being most skilled in the art of weaving, herself, she was always ready to teach others, and, like all good fairies, she frowned upon and punished those who were conceited, selfish, or unkind.

As Mars is mentioned we touched slightly upon his character, not emphasizing his cruel deeds, but spoke of his great strength and his rank next to Jupiter.

The story how March was named after Mars, it being the first month of the Roman year, was told to the children.

As Neptune was the god of water and Minerva's rival in naming Athens, we looked at pictures showing his chariot and horses running over the waters and talked of the sea monsters who feared Neptune, who could quiet storms, and rent rocks asunder.

This myth is a short story and there is not much movement in it, but the children enjoyed it as much as any of the myths.

As a result of our investigation about the olive tree, we had many good, original, oral, and written stories for our nature lesson.

Minerva.

Dramatized by first and second grade children.

Dramatis Personæ.

Minerva.
Neptune.
Olive tree—a little girl or boy.
Horse—a boy.



Neptune's Trident.

Position of Performers.

Minerva stands in front of the room with a stick for a wand.

Neptune stands near her holding his trident.

Horse—boy stands hidden behind desk ready to prance forth as a horse.

Olive tree—girl, or boy, stands near Minerva ready to hold up her arms for the tree.

Children Take Positions.

Recitations by One Child or in Concert.

Minerva is the daughter of Jupiter, king of the gods; her mother is Juno. She is tall and clad in full armor, and she took the throne which the stupid goddess Dullness had held before.

Minerva does not love war as Mars does, but she is very brave in war.

A city in Greece was to be named; Neptune and Minerva wanted to name it, but the gods said the one who made the most useful article for man should name the city.

(1.) Neptune struck the ground with his trident and a (2.) horse sprang forth strong and noble. When (3.) Minerva produced the olive tree they laughed and all thought that Neptune had won, but the goddess told them that the olive tree could furnish wood for fire, for building houses, and for making many useful articles for man; that the fruit could be eaten, oil used, and clothing made from its fiber. The gods then said that while man could live without horses he could not live without food, warmth, and shelter. So Minerva had the honor of naming the city.

Minerva was called Pallas Athene by the Greeks; so the city was named Athens after her.

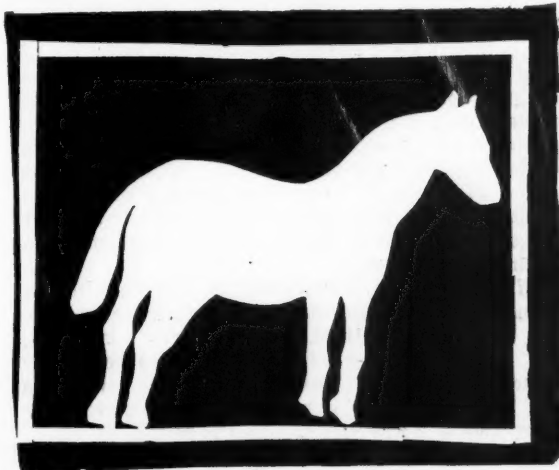
Minerva was very kind and wise, and was always willing to help those who wished to become wise. She was called goddess of Wisdom.

Gestures.

1. Neptune strikes the floor with a large stick or trident made by one of the boys.

2. A boy representing a horse runs out on "all fours" and back again out of sight.

3. Minerva strikes the floor with a large stick and a



girl (or boy) representing the olive tree holds up her arms for branches.

Correlation of Lessons.

Reading, writing, spelling from blackboard.

Language—original, oral, and written stories of Minerva.

Nature lesson { original, oral, and written stories.
"My Olive Tree Story."

Construction work—Made Neptune's trident out of peas and sticks; when made it looked like a fork with three prongs.

Drawing—Minerva's shield from drawing on the blackboard.

Paper cutting—horse and olive tree.

Weaving—wove mats out of straw (Raphia) and kindergarten mats.

Reasoning in Geography.

By IDA A. ELLIOTT.

Whirlpools.

If you desire to lay the foundation for many a subsequent lesson in geography, nature, language, and philosophy, go to the roadside after the next rainfall and watch the tiny eddies forming in the temporary wayside stream. See where they originate—now here, now there, always where the counter currents meet. They are bold, violent eddies when the currents are rapid and strong; but gentle and playful when the currents are weak. Sometimes they are dissipated before they are carried far by the stream; but sometimes they gather force and drift away out of sight.

In its course to lower levels the water may strike a straw, the bank, or some other obstruction, and bounding back it meets the on-coming current. The results of the opposing forces contending to determine which is the stronger are the pretty little whirlpools, which will turn in the direction of, and be carried away, by the stronger current.

Possibly a little stream flows into the larger one. No doubt eddies will be found where the currents of these two streams meet.

You will find it profitable to visit a larger brook with the children, and let them there find the same forces at work in the formation of whirlpools. Then, to assist them in generalizing, visit a river with them if possible. Why are the eddies forming on the down stream side of the piers of the bridge? See how the water divides when it meets the obstruction! It is probably borne downward by the force of the contact, and carried forward and upward by the on-coming current, which meets on the down stream side, and whirlpools are formed: The inevitable result of the meeting of counter currents.

The water of Niagara, tearing madly thru its stony gorge, bumps against a great rock-wall before it turns to flow in another direction, and is thrown back with great violence against the on-coming stream, and the consequence is the greatest known river whirlpool of the world. So violent is it that until recently no one has been able to pass thru it alive; so turbulent that it is impossible of being fathomed; so powerful that it is supposed to rotate great rocks at its bottom, which are constantly grinding its caldron deeper.

Now go with the children, in imagination if need be, to Hell Gate in Long Island sound. Discover why, at turn of tide, so many vessels were formerly wrecked on the dangerous rocks in the bed of the channel; and why the government was willing to expend so much money in blasting away the rocks.

Off the coast of Norway are the Lopoden islands, against which the tide breaks with such mighty force that, meeting behind them, the great chrybdis is formed; the "Maelstrom," of which Schiller has so beautifully written in the poem "The Diver." (It is now known that the "Maelstrom" is nothing near so powerful or destructive as it was once supposed to be.)

Find other whirlpools of large and small dimensions, and account for their existence.

Whirlpools of Air.

When children have generalized on the reason for whirlpools of water, they can more easily understand the phenomenon of whirlpools of air (whirlwinds), which are caused in the same way; that is, by the meeting of counter currents of air.

Whether it be the jolly little fellow that flits about amid the dust and leaves of the street, or the terribly destructive cyclone or tornado, the cause is always the same: the meeting of currents from opposite directions.

The cause of the meeting of the currents differs with locality and circumstances; the causal phenomenon varying with the origin of the wind. But the result is always the same: Counter currents cause a whirling movement of the air.

Experiments with a lighted candle will exemplify how currents of air rush in from all directions, to take the place of heated and rarefied air which is rising. By throwing some feathers or other light material into the ascending current, the direction of the whirl can be easily determined.

When a building is burning how quickly the "wind springs up," blowing with greater or less velocity according to the fierceness of the fire. When the fire is a large one it may be readily shown that the surface wind is from every point in the direction of the fire. It is not uncommon when great, fierce fires occur in pine lumber yards, for "fire spouts" (whirling columns of flame) to form, and, carried along by the prevailing wind, ignite everything with which they come in contact.

The story of one great whirlwind is practically the story of them all.

The Story of a Tornado.

On a lake in Wisconsin the sun had beat down all day, until a layer of air just over the surface was warmer than the air above it. This rarefied air remained undisturbed until a leaf or other object fluttered thru, forming a chimney thru which the warm air might escape. The colder, heavier air above pushed it toward this center; and as it sucked up from the surface of the lake it was replaced by the denser air, which in turn rushed toward the low pressure area with ever-increasing velocity until, at the meeting place great columns of water (water-spouts) were hurled aloft.

This ascending column of whirling air was picked up by the prevailing wind, and hurled across the state carrying devastation in its path, until it finally spread out and became dissipated.

Three different times have tornadoes originated over this lake.

Over the Caribbean sea and the Gulf of Mexico, during the day time, there was a land breeze; but at night, at the turning of the wind, when the land breeze set in, a great whirl was developed; and being in the trade wind region, it was carried westward, and struck Galveston. We need not relate the horrors of that storm, for they are well known.

Beginning with the tiny whirlwinds, which may be studied within the child's environment, and working outward to "the remote and related unknown," it is not difficult to lead him to generalize early in life, that all whirling winds are caused by counter currents, whether they be the tiny eddies that originate over the heated stove, or the great typhoons of the Indian ocean, which are most frequent at the time of the turning of the monsoon, when the wind that has been blowing from the northern or southern hemisphere for six months is turning about to blow the other way. It is at this time, the turning of the monsoons, when our equinoctial storms prevail.

You may trace this law the wide world over. You may watch it develop in your comfortable room over the tiny candle, or you may analyze the great storm centers; you may call them by any name: water spout, sand spout, typhoon, cyclone, whirlwind—you will find that the cause of the whirling motion of water and air in nature is ever the same—counter currents.

(To be continued.)

American Colonial History.

In an address discussing "A Neglected Point of View in American Colonial History" Prof. William MacDon-ald, of Brown university, said this before the American Historical Association:

I suppose that one of the most important things in historical study is the determination of the point of view. Unless one is content to be merely an annalist the standpoint of the student or writer is pretty certain to influence in considerable measure not only his interpretation of the meaning of events, but also his perception and selection of events themselves. What I want to do at this time is to call attention briefly to a point of view which, as it seems to me, has been quite too much and too long neglected. The history of the colonies is too often treated, down to the time of the Stamp Act, substantially as Mr. Henry Cabot Lodge treats it in his "Short History"—two chapters to each colony, one on the course of events, one on social characteristics at the end of the period. That the colonies had anything in common before 1765, that they were anything but absolutely independent communities shot into the continent in 1606, 1620, 1663, and so on, and left to themselves until England discovered them about the time of the Seven Years' War, are matters which too often quite fail to appear.

What we have, as it seems to me, been too much inclined to ignore is the fact that the American colonies were colonies. They were not independent states, but colonial dependencies of Great Britain. They were not neglected settlements in a remote new world, but valued and highly regarded parts of the British empire. We lose sight of the all-important fact that the history of the colonies was largely determined by the attitude of England towards them, and that there was being worked out in this country, in the seventeenth and eighteenth centuries, one of the most interesting colonial policies of modern times. My plea, in other words, is for the study of American colonial history primarily as the history, in this part of the world, of English colonial policy.

One can read widely in the better known books without discovering any points of contact between the colonial administration and the English administration.

The adoption of English colonial policy as the point of view for the treatment of the earlier American period shows that it was the commercial aspect of American colonization that was most important in the view of Englishmen during the eighteenth century.

In the second place, the adoption of the colonial point of view sets a new value on the documentary bases of colonial development. The charters of the colonies come to be viewed, not as mere articles of incorporation or patents of privilege, but as the legal foundations of colonial life, as colonial constitutions of fundamental significance.

Monroe Doctrine Thru German Spectacles.

The Monroe doctrine has come in for severe criticism by German newspapers, recently, on account of the delay in the settlement of the Venezuelan affair.

Their sentiments are expressed by an editorial in the *Vossische Zeitung*: "If anybody interferes to prevent Germany from bringing her debtors to book we ought to demand of them the payment of our debts. The United States must not prevent us taking those steps we think proper to assert our rights. Germany has never recognized the Monroe doctrine and probably never will. President Monroe's message is obsolete as far as it is at all tangible. The South American states have not recognized the doctrine which belongs to the region of conjugal politics. It is not the intention of Germany, either, to recognize or to dispute it. The South American states are regarded here as sovereign states, and, as such, must pay their debts to Germany."

It is widely hoped that the approaching fifty-seventh Congress will pass as a part of its work the post check currency bills which provide for a practical and convenient method of sending small sums of money thru the mails. This method is simply an issue of currency that can be circulated as cash and also be safely remitted by mail, because when mailed it will be made payable only to the person whose name is written on the blank. The post check plan is both convenient and safe, and, being so, it is just what the public needs in this line. For this reason it is not strange that the business interests and the press are practically one in favor of the adoption of this measure.



The February Snowbird brings a Message of St. Valentine.—For the February Blackboard. By Margaret Ely Webb.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JANUARY 17, 1903.

Am I in the Right Place?

If there is any one temptation stronger than another, with which teachers, principals, and superintendents contend, it is the restlessness of spirit-seeking to persuade them that their happiness is beckoning them from the land of elsewhere to fold their humble tent and fly into its arms. Who is there among us who has not at some time abandoned himself to let his soul drink in the siren's song? How small one's field becomes to one's vision under the influence of those suave strains! How often they allure us into the belief that "I can never do my best work where I am." The country teacher is persuaded that the town schools offer boundless opportunities for the exercise of his best strength; the teacher of the graded school would like to be principal or supervisor; the principal dreams of larger schools, or a superintendency; the superintendent searches for news of prospective vacancies in better-paying places. Always and forever elsewhere a tempting field of labor lies, with the splendor of its surface gloss dazzling the eyes, and blinding them to the opportunities of the present environment.

It is one of the peculiarities of school work that the best fruits of the love and strength spent on it do not readily reveal themselves to the distrustful eye and often do not come to ripeness for many years. By inverting the conclusions of this observation, we can understand something of the enviable contentedness and even enthusiasm with which the old country schoolmasters pursued their labors, fearing only, if aught they feared, that sickness or adversity might take them away from the place where they had toiled for many years and were permitted to bring up almost the whole population of the district.

Of course, there is a contentment of complete satisfaction which is almost as deleterious as complete dissatisfaction with oneself and one's place in life. But the danger from this is apt to be overrated. Reformers of all times have looked upon it as their most exasperating enemy and the thunders of their denunciations of it have given it the appearance of the arch foe of humanity. They would almost have us believe that discontent is the essence of virtue. (We are dealing here not with divine discontent, but the very human kind which this age of material prosperity has made the chief route to worldly success.) The subject is well worth pursuing in thought. Miss Anna Robertson Brown in her published talk, of ten years since, on "What is Worth While," before the Philadelphia branch of the Association of Collegiate Alumnae, put the matter into a form most inviting to thoughtful pondering.

"In life, I find two things that make for discontent," Miss Brown said. "One is lack of harmony with one's environment. The other is dissatisfaction with one's present opportunities. Of these, the first may be overcome; the second may be put out of one's life. A congenial environment is not one of the essentials of life; present opportunities, if rightly used, are as great as the soul need ask. Which of us can sit down at the close of a day and say, to-day I have done all that was in my power to do for humanity and righteousness? Ah, no! We look for large things, and forget that which is close at hand! To take life 'as God gives it, not as we want it,' and then make the best of it, is the hard lesson that life puts before the human soul to learn.

"A great part of the strength of life," Miss Brown tells us, "consists in the degree with which we get into harmony with our appointed environment. So long as we are at war with our town, our relatives, our station, and our surroundings, so long will much of the force of our lives be spent uselessly, aimlessly. A good way to get

into harmony with one's environment is to try to understand it first, and then begin to adapt ourselves to it, so far as may be possible. We can never work well while there is friction in our lives, nor gain in our work that 'beauty which is born of power, and the sympathy which is born of love' of which Ruskin speaks.

"Let us say, God put me among these scenes, these people, these opportunities, these duties. He is neither absent-minded nor incompetent. This is exactly the place He means me to be in, the place I am capable of filling: there is no mistake. My life is in its proper setting."

And since we have quoted one woman, let us add two lines of another, of Carlotta Perry, who gave wings to the thought in these words:

"Patience, oh Soul! from a little field
There cometh often a gracious yield."

At the recent meeting of the departmental presidents of the National Educational Association at Boston it was voted that at the coming convention the main speeches shall be limited to twenty minutes and the speeches in the discussion to seven or eight minutes.

The advisory board of congresses and conventions for the Louisiana Purchase exposition at St. Louis, suggests the appropriation of \$150,000 for defraying the expenses of educational conventions. This money will be given by the St. Louis Fair Association. A committee, consisting of Professor Newcombe, of Johns Hopkins university, Professor Münsterberg, of Harvard university, and Professor Small, of the University of Chicago, will draw up the plans for the correlation of the work of organizing the work of the educational congresses and assemblies.

According to reports from the University of Chicago the new system of segregation recently inaugurated is working smoothly, and, according to the authorities, there is no visible sign of any change.

The public library of Somerville, Mass., has taken a step toward making the Sunday school library of some literary and educational value. In the last annual report of the librarian, Sam Walter Foss, the distribution of books by the public library to the libraries of the Sunday schools was advocated. The public library has now decided to supply books to all Sunday schools, Protestant or Catholic, in Somerville, which may desire such service. These books can be selected by any person or persons designated by the respective schools. Any number desired up to one hundred may be selected and retained for one month. The only demands on the schools are the reasonable ones that they pay express charges and be held responsible for damage done to the books.

The six oared shell in which President Eliot and Alexander Agassiz rowed in 1858 has been given to the Harvard union. With the aid of the shell this crew was invincible, and the combination literally made a revolution in rowing methods.

Johns Hopkins university is free from debt, contrary impressions notwithstanding.

An Oklahoma teacher gives this description of an average school-house in the young state, which, we hope, is not quite true to nature, tho it does picture some very real school habitations to be found in the country: "The house consists of four walls, a floor, and a roof. It is oblong and has windows on both sides to ruin the pupils' eyes, and, incidentally, to look better from the outside. The ceiling is made low; there is but a single door. Wraps are hung upon nails at the rear of the wall while the dinner-pails are placed upon the floor. In the darkest corner of the room may be found a single water-pail and a solitary drinking-cup. The pupils use their desks for lunch-tables because their only alternative is the ground outside. This description represents the average school building, not the exception.

The School as a Settlement.

Something may be predicted of the school by observing the evolution of the church. It is not many years since that it was considered a church had fulfilled its mission if the doors were thrown open at ten o'clock on Sunday morning and closed again at twelve; meanwhile the clergyman had offered two prayers, read a discourse fifteen or twenty minutes long, and the choir had sung three hymns.

The change that has taken place is more apparent probably in St. George's church (Episcopalian) than in any other in this city. The statistics cannot be given here; Dr. Rainsford has just finished twenty years of service, and all admire and applaud the Christian activity and earnest effort to do good that has been aroused.

The noticeable thing is the co-operation of the people with the rector; they (at least a great many) work as hard as he does. St. George's is far more than a place where two sermons a week are preached; it is a center for Christian activity on the part of the rector and several hundred earnest men and women. There is scarcely any form of work omitted that will benefit those who gather there.

The effect, as it seems to the student of the movement, is to fit those who assemble to *receive benefit from the preaching*. A man who is engaged in some good work will get a benefit from preaching that is impossible for the ordinary listener.

This line of thought could be continued to some length, but the reader has become anxious to know how this touches the school. The church before this effort to make it an "institution" occupied a position similar to that the school did, not many years ago. The doors were thrown open at 8:30 in the morning, youth assembled, and lessons in reading, writing, etc., followed. Instead of there being an irresistible attraction in acquiring these arts, it was found needful to pass laws enforcing attendance and compelling youth to possess what, it would seem, they or their parents should know was of inestimable value.

After a time it was determined that besides reading and writing there should be industrial training in the schools. There are some readers who will remember the earnestness with which THE JOURNAL advocated this further step in the evolution of the school; and the persistent objection made by the teachers mainly on the ground that they could not teach the subjects already in the course.

The case is recalled of a woman principal who opposed the teaching of sewing, until she found three churches in the vicinity of her school had large classes in this branch on Saturday mornings, and no compulsory measures were needed to get a large attendance. This led to a new view of the matter, and teaching in sewing was introduced in that school. And, it may be added, the churches continue to have as large classes as before.

The question will force itself upon the thinking teacher, "Is there not a further step needed in the evolution of the school?" Valuable as are the arts of reading and writing, ought not more to be done for our youth in the school? One of the most interesting reports laid on the editor's table is that of the Social Settlement conducted by Mr. Jacob A. Riis. He and his associates found a field wholly untilled, and they have accomplished a wonderful work.

Cannot there be such a thing as a School Settlement? Cannot the principal and his associates plan for (1) the benefit of the former graduates of the school? These ought not to be left straggling along in life's pathway; many of them would like to pursue studies for one or two evenings in the week. (2) The parents might be met for acquaintance. In some cases the "Monthly Tea-Drinking" has become a very interesting feature; the older girls undertaking all the details.

This is not at all urged on the ground of charity; it is proposed as part of the great scheme of beneficence,

which the school stands for. And it is predicted that in twenty-five years the schools of the large cities will stand on this newer and broader basis.

Death of Edward Conant.

We learn with sorrow of the death of Edward Conant, the grand old educator of Vermont. He was for many years the principal of the Randolph state normal school and was undoubtedly the best known educator in Vermont. Born in Pomfret, Vt., May 10, 1829, and educated at Thetford academy and Dartmouth college, he left the latter institution in his junior year, to engage in teaching. For three years he was principal of the Royalton academy and one year principal of the Burlington high school. In 1861 he became principal of the Orange county grammar school at Randolph, which was changed to a state normal school in 1867. Mr. Conant remained at the head of this school until his death, except for a period of six years, when he was state superintendent of education, and two years principal of the Johnson state normal school. During all these years, Mr. Conant was prominently identified with educational matters, taking an active interest in the teachers' associations and forwarding school legislation.

He prepared three text-books, a "Drill Book in English," the "Vermont Geography, History, and Civil Government," and the "Vermont Historical Reader."

Middlebury college gave him the honorary degree of A.M. in 1866, and the University of Vermont honored him in a similar way in 1867.

Last August, his former pupils and graduates gathered at the old normal school during "Old Home Week" to render homage to the man for his work and worth. The occasion was a day to be remembered in the history of Randolph. Several hundred graduates assembled from all sections of the country and enjoyed a day of addresses, papers, and poems. A purse of \$500 was given to Mr. Conant at the time, with the love and affection of his devoted followers.

Mr. Conant has not been in vigorous health since he was thrown from a trolley car while attending the Pan-American fair at Buffalo a year ago last summer, tho he has kept the principalship of the school and has been able to do considerable work. He attended church services morning and evening on Sunday, January 4, and retired in usual health. He was found dead in his bed the next morning, January 5.

No man in the state will be more sincerely mourned and missed by people in all walks of life for years to come than will Mr. Conant.

City Play Centers.

At present there are nineteen play centers in New York eight having been opened on January 5—three in Brooklyn and five in Manhattan. The report of the superintendent of play centers, Miss E. E. Whitney, shows that the average attendance for December at each of the eleven centers was 4,227 and fifty-five teachers were employed. The aggregate attendance was 97,268 during the month, and the total cost was \$2,728, or three cents per night. Miss Whitney says of the work:

"The possibilities in this evening work are enormous. The work, however, is peculiar, its characteristics being freedom and individuality. The teacher cannot afford to adhere to rules. If those who attend the centers feel that they are compelled to follow certain lines of work, and that they are in a real school, the purpose of the center is defeated."

The Pensioning of College Professors.

According to Pres. J. G. Schurman, of Cornell university, the retirement plan for college professors at seventy, just introduced at that institution, is a success. He says: "The delicate question of getting rid of professors after they have become burdened with years, has been solved at Cornell, where after seventy years of age they are made professors emeritus. The welding to-

gether of the faculty members that has followed this plan is worth far more than the money taken from the college funds to take care of these venerable professors.

Trained Teachers Wanted in Nebraska.

The committee on country schools of the Nebraska State Teachers' Association has prepared a report describing the most pressing need of the country school, which is properly trained teachers. "It is strange," says the report, "that the state of Nebraska has done practically nothing to supply teachers for its schools. This weakness in the school system has been recognized by every state superintendent for the last eighteen years, and all have repeatedly urged the legislature to provide liberal means for training teachers. Yet nothing has been done.

"Eighty per cent. or more of our teaching material comes from the high schools. To fit for the university was and continues to be the chief object and excuse for the existence of the high school. It is a college preparatory school, pure and simple. All other interests have been and continue to be ignored. The fact that it is a completing school, and that ninety-five per cent. of the children that come within its radius complete their education there, matters not; that it is the only normal training school for eighty per cent. of new teachers—the teachers of 175,000 children, has been and continues to be ignored.

"The chief need of the country school is teachers. We do not ask for normal graduates. But we do ask for those who at least are thoro and accurate in their knowledge of the subject matter of the subjects they must teach, and who have some knowledge of school management and the art of teaching. This the high schools could give us if they were manned by men prepared for the work and were not straining every nerve under the burden of college preparatory courses of study. It is contended that it is not the province of the high school to do normal training. We would call your attention to the fact that about seventy per cent. of high school graduates attempt to teach and they have as much right to demand that their district fit them for work, as the one or two per cent. have to be partly and poorly fitted for college. Besides there is no other place where this large body of young people can be trained for this important work. If the teaching force in Nebraska is to be improved, it must be done by changing the conditions."

A German Educational Exhibit.

The memorandum of the German Ministry of the Interior upon the German exhibit at the St. Louis Exposition contains the following paragraph concerning their educational exhibit.

The United States government lays special weight upon an exhibition of the German educational system. St. Louis is the first exposition where one of the principal buildings will be devoted to education. The Prussian Educational administration, therefore, proposes to send a full exhibit of university, technological, and agricultural institutions, in which all the scientific departments will be represented. Within the limits of such an exhibit we can show to good effect our fine mechanical and optical industry. Our scientific literature is not approached by that of any other nation, and, finally, our model collections of agricultural and manufactured products serve purposes of instruction. The immense sums of money spent every year in the United States for scientific purposes guarantee, not only an ideal, but particularly a commercial success.

In the annual report of President Remsen, of Johns Hopkins university, it is stated that "the demand for university teachers has increased markedly in the last few years and the supply of properly qualified men does not appear to have kept pace with the demand."

The Nebraska Public Library Commission has centered its attention, in addition to the establishment of public libraries, upon the school libraries of the state. In order that money may not be lavishly or aimlessly spent in pro-

curing new books the commission has distributed to every county school superintendent in the state a copy of a graded list of books. The value of this list has already made itself felt in considerable savings.

Rome has now a school of commerce, whose curriculum includes banking, bookkeeping, commercial geography, freights and transports, Customs laws, labor regulations, political economy, English, French, and German languages. Other foreign languages are optional.

Over eleven hundred log school-houses are still in use in Tennessee. These sorry structures are poorly furnished, the teachers are poor, and the term lasts but a short time. These spared monuments of an age long past are still used, from the general lack of money, to provide better things in the schools.

The Chinese students, who have been prevented from coming to Oberlin college for over a year by the Chinese exclusion act, are to be admitted to this country by a special arrangement with the national government.

English socialists have recently published a little textbook of sixteen pages presenting socialistic doctrines in language suited to the minds of children for use in schools.

The amount of the annual state aid to Wisconsin common schools aggregates this year \$1,681,626 as against \$1,639,625 last year. The money for this state aid is derived from the assessment of one mill on every dollar of taxable property in the state. This sum is apportioned according to the number of children of school age—between four and twenty years old—in each district. There were 752,609 persons of school age in the state last year. In spite of the careful system of collecting and apportioning this tax some of the older counties annually contribute more than they receive.

A good many of those who hastened to the Philippines to teach school have wished themselves back again in America. Here is one. The teacher at Batanga whipped a Filipino boy and his parents complained to the judge (a Filipino) who sentenced the teacher to fifteen days imprisonment! We shall find it will not be so easy to civilize those "little brown men." We surmise Senator Hoar will not sympathize with the teacher; we do.

President J. N. Wilkinson, of the Kansas State Normal school at Emporia, Kansas, wants the state legislature to authorize the employment of more instructors by the institution under his charge. The classes at present are too large and with the present force the demand for trained teachers in Kansas cannot be supplied.

During last year there were 430,004 teachers in 249,969 public school buildings in the United States.

There is considerable discussion in Chicago at present over the spread of disease by the pencils used in the schools. This matter was thoroly gone over by the board of education some time ago, but nothing definite ever came of it. The present agitators hope to be able to induce the board to provide a separate box for the pencils of each child.

The Chicago board of education have decided to insert in their by-laws the term "woman" for "lady;" it will be "woman teacher" instead of "lady teacher," as heretofore. The term lady has been considerably overdone, the advertisements call for "salesladies" and "shop ladies." The elevator men are heard to say, "Yes, lady," and "No, lady;" it is thought to be more complimentary than "madame." There have been those who objected to the term "woman," answering tartly, "I'd have you know, sir, I'm a lady." It is yet to be seen what the female teachers in Chicago will do in the premises; if they prefer to be called "lady teachers" the board will have to acquiesce; we think that will be their preference.

New Zealand Superannuation Schemes—A Comparison.

(THE SCHOOL JOURNAL is indebted to the *New Zealand Schoolmaster*, for November, 1902, for this excellent and interesting summary.)

THE POLICE PROVIDENT FUND.

THE FUND.—

- (1) The moneys in the Police Reward Fund, under "The Police Force Act, 1886";
- (2) All fines and penalties and other moneys which under "The Police Force Act, 1886," are directed to be paid into the Police Reward Fund;
- (3) Contributions from members as hereinafter provided;
- (4) All sums paid out of the Consolidated Fund by the Colonial Treasurer to meet any deficiency;
- (5) All other moneys paid into the Fund as portion thereof, including all accumulations of interest on moneys belonging to the fund.

CONTRIBUTIONS FROM MEMBERS.—

- (1) 5 per cent. if his age is not more than 30 years at the time when the first contribution becomes payable;
- (2) $6\frac{1}{2}$ per cent. if his age is then more than 30 but not more than 40 years;
- (3) 8 per cent. if his age is then more than 40 but not more than 50 years;
- (4) 10 per cent. if his age is then more than 50 years.

BENEFITS.

- (1) Every member who, with the consent or by the direction of the Minister, retires from the Police Force being medically unfit for duty, shall receive such benefits as his length of service warrants:
 - (a) For less than 5 years' service, a refund of his contributions to the fund;
 - (b) For from 5 to 15 years' service, one month's pay for each full year's service, total not to exceed 12 months' pay;
 - (c) For not less than 15 years' service, an annual allowance of $\frac{1}{10}$ of a year's pay for each year's service, total not to exceed $\frac{3}{4}$ of a year's pay.
- (2) Any member whose length of service is not less than 25 years, and whose age is not less than 60, may retire after 3 months' notice, and shall be entitled to receive an annual allowance as computed in the last subsection above.
- (3) In case of a member who becomes medically unfit for duty owing to injuries received in execution of his duty, the Board may grant him an annual allowance not exceeding $\frac{1}{2}$ of a year's pay.
- (4) If a member dies from injuries received in the execution of his duty, the Board may grant his widow an annual allowance of £18 and 5s. per week for each child until the child attains the age of 14 years.
- (5) If a member dies from any other cause the Board may grant his widow and infant children a sum not exceeding his total contributions to the Fund.
- (6) If a member is dismissed the Board may grant him a sum not exceeding $\frac{1}{2}$ of his total contributions to the Fund.
- (7) If a member of from 10 to 25 years' service voluntarily resigns from the Force, he shall be entitled to receive $\frac{1}{2}$ of his contribution to the Fund.
- (8) In every case where retiring allowance is computed on basis of pay, such pay shall be the average either of the 5 years or of the 7 years next preceding his retirement.
- (9) In no case shall any money granted under this Act be assigned, transferred, or alienated from the grantee, or be subject to "The Bankruptcy Act, 1892."

THE GOVERNMENT RAILWAYS SUPER-ANNUATION FUND.

The moneys now in the Railway Servants' Fund;
All fines and penalties which would hereafter be payable to such last-mentioned Fund but for the passing of this Act;

Contributions from members;

All sums paid out of the Consolidated Fund by the Colonial Treasurer to meet any deficiency;
Interest from time to time accruing from investment of the Fund, as hereinafter provided.

- 3 per cent. if his age is not more than 30 years at the time when the first contribution becomes payable;
- 5 per cent. if his age then exceeds 30 years, but does not exceed 40 years;
- 7 per cent. if his age then exceeds 40 years, but does not exceed 50 years;
- 10 per cent. if his age then exceeds 50 years.

- (1) No payment shall be made out of the Fund before April 1st, 1903.
- (2) Every contributor who retires, being medically unfit for duty, shall receive an annual allowance as mentioned below.
- (3) Every contributor, whose length of service is not less than 40 years or whose age is not less than 60, may retire after 3 months' notice, and shall be entitled to receive an annual allowance computed as follows:
For every year of service $\frac{1}{10}$ of his annual rate of pay, but in no case shall the total yearly allowance exceed $\frac{3}{4}$ of such annual rate of pay:
Provided that the Board may extend the provisions of this section to any case where the contributor's service is not less than 35 years, but does not amount to 40 years.
- (4) If any contributor voluntarily retires before becoming entitled to retiring allowance under this Act, he shall be entitled to a refund of the total amount contributed without interest together with any compensation to which he is entitled under Section 76 of "The Government Railways Act, 1887."
- (5) If any contributor dies before becoming entitled to any retiring allowance, there shall be paid to his legal personal representatives the whole amount actually contributed by him to the Fund, without interest, together with any compensation as above.
- (6) But if a contributor dies leaving a wife or children, then there shall be paid to his widow during widowhood, the annual sum of £18, with 5s. per week for each child until the child attains the age of 14 years.
- (7) In no case shall any money granted under this Act be assigned, transferred, or alienated from the grantee, or be subject to "The Bankruptcy Act, 1892."

TEACHERS' SUPERANNUATION.

Contributions from members;*

Moneys paid out of the Consolidated Fund by the Colonial Treasurer to meet any deficiency;
Interest from time to time accruing from investment of the Fund, as hereinafter provided.

- 5 per cent. if his age is not more than 30 years when the first contribution becomes payable;
- 6 per cent. if his age then exceeds 30, but does not exceed 35;
- $6\frac{1}{2}$ per cent. if his age then exceeds 35, but does not exceed 40.
- 8 per cent. if his age then exceeds 40, but does not exceed 45;
- 9 per cent. if his age then exceeds 45, but does not exceed 50;
- 10 per cent. if his age then exceeds 50 years.

- (1) No payment shall be made before April 1, 1903.
- (2) Every contributor having contributed for not less than 5 years who retires being medically unfit for duty, shall receive an annual allowance as mentioned below.
- (3) Every male contributor, whose length of service is not less than 35 years and whose age is not less than 60 years, also every female contributor whose length of service is not less than 24 years, and whose age is not less than 50 years, may retire after 3 months' notice, and shall receive from the Fund an annual allowance computed as follows:—
For every year of service for the male $\frac{1}{10}$, for the female $\frac{1}{12}$ of the average annual salary received during the last 10 years preceding retirement, but in no case shall the total yearly allowance exceed $\frac{1}{2}$ of such annual rate of salary.
- (4) If any contributor dies before becoming entitled to any retiring allowance, there shall be paid to his legal personal representatives the whole amount actually contributed by him, without interest.
- (7) But if such contributor dies leaving a wife, then there shall be paid to his widow during widowhood an annual sum not exceeding £30; but in no case shall the total payments exceed the total amount of the contribution paid to the Fund, unless the said contributor has contributed for not less than 10 years.
- (8) If any contributor voluntarily retires before becoming entitled to a retiring allowance, or is dismissed, he shall be entitled to a refund of whole amount contributed, but without interest.
- (9) The grantee may, on retirement, elect to accept a sum equal to the total amount of his contribution in lieu of a retiring allowance.
- (10) In no case shall any money granted under this Act be in any way assigned, transferred or alienated from the grantee, or be subject to "The Bankruptcy Act, 1892."

*N.B. Male members who have contributed to the Fund during 35 years and female members who have contributed for 25 years, shall be entitled to all the benefits of the Fund without further contribution.

The Busy World.

The figures of the foreign commerce of the United States, which have just been completed by the treasury bureau of statistics, indicate a phenomenal activity among the manufacturers, and exportations quite as large as could be expected in view of the crop shortage of last year. Nearly all of the staple articles required for use in manufacturing, with the single exception of india rubber, show a marked increase in importations.

Importations of iron and steel are larger this year than at any time during the past decade. The import figures of the treasury bureau of statistics show that these importations are double those of last year and are larger than any year since 1891. In practically every class of articles the figures of this year show an increase both in quantity and value.

The government of Quebec is becoming seriously alarmed at the rapid destruction of its forests to supply American paper mills. Seven thousand cords of pulp wood are exported to the United States every day. Canada thus supplies seventy-nine per cent. of the entire pulp wood imported by this country. If this continues the prosperity of Quebec will be seriously impaired and it seems certain that some steps will be taken to prevent this continued wholesale destruction.

The Murray System of Telegraphy.

Mr. Donald Murray, an Australian journalist, has brought out a new system of telegraphy by which, according to the *British Printer*, the message to be transmitted is placed before an operator working what appears to be a typewriter having the usual lettered and figured keys, its speed depending upon the operator's ability. A half-inch paper tape passing thru the machine is dotted with punctures representing letters and words. This tape is fed into the telegraphic transmitter, where it is signaled to its destination at the rate of 160 words a minute. By the ordinary duplex system this may be increased to 300 a minute, and over a distance of a thousand miles a rate of at least 100 words can be maintained. At the receiving office as the punctured tape flows out it is carried into a machine worked by hand, and the message, printed in clear type upon the ordinary telegraph forms, is ready for delivery. The receiving instrument works with extraordinary rapidity, the punctures, representing letters and spelling out words, being made at top speed at the rate of eighty a second, or 4,800 a minute. At this speed, as might be imagined, several clerks are required to collect the tape and turn its symbols into plain print, while at the transmitting end three extra fast typists are kept going puncturing and feeding in the tape.

Discoveries of 1902.

Two discoveries have been made during the past year which are valuable in the study of art and archaeology. The first of these was the finding of a temple to the goddess Astarte, the Ashtoreth of the Old Testament. This was found in a mound on the road between Jaffa and Jerusalem, on the site of the ancient town Gezer, which the Pharaoh of Solomon's time captured and gave to his daughter. She was the Egyptian princess whom Solomon married in pursuit of a policy to strengthen his country by foreign alliances. This temple undoubtedly reaches back to the period of the Amorites and is an excellent illustration of the state of their art and architecture.

The second discovery was in a cave of limestone formation near Tayar, France, which has been found to contain on its walls a long series of figures of animals of a former epoch which throw new light on the early men of Europe. These drawings are in a long, narrow cave, 400 feet from the mouth, extending back 300 feet to the back of the cavern in an irregular frieze. The drawings have all been photographed with the aid of electricity. They are in the same style as the carvings on horn, bone,

and flint found in other caves of France. The latter are usually portable works of art but in this case we have an extensive series carved on the calcareous sides of the cavern and preserved for unknown spaces of time by the lime carried down by water over the walls. No less than fourteen incised drawings of the mammoth are on the walls, differing in size and hairiness, some being apparently without any hair. A new species of horse appears, an animal with a small head, fine nose, and delicate form. What is more important still is the fact that some of these horses are depicted with a halter or cord attached to the head and with bundles on their backs. This discovery is of great importance, for it proves that the cave dwellers used the horse as a beast of burden as well as for food.

New York State Electrical Laboratory.

The commission appointed by Governor Odell to inquire into the necessity for establishing a State Electrical laboratory in connection with the Union college in Schenectady recommends an appropriation of \$275,000 for buildings and electrical equipments. The object of the laboratory is to provide authoritative information on questions of electrical science and an official standard for electrical measuring instruments and apparatus and standards for electric wiring of buildings for the protection of municipalities and the general public in the use of electrical energy.

Germany has such an institution and all the countries accept its standards, even the General Electric Company at Schenectady availing itself of the work of that laboratory. If this institution is established in Schenectady, which is the seat of the manufacture of electrical apparatus in this country, it is expected that it will be to this country what the German laboratory is to European countries.

The capital employed in this field in this state aggregates \$1,680,590,290. The capital employed by electric railroads and electric light and power stations and telegraph and telephone companies is \$1,462,615,595, and by companies engaged in the manufacture of electrical apparatus, \$217,974,695. The General Electric Company has signified its willingness, if this state laboratory is established in connection with Union college, to permit its students the full run of its big electrical plant there and to aid the institution in every way in its power. Now many colleges which have a department of electrical engineering send such classes to the General Electric works for one or two weeks at a time for practical instruction.

It is the intention of those behind the scheme to establish the State laboratory to have Union college in return grant 150 free state scholarships a year, one for each Assembly district, so that the benefits of the laboratory will be within the reach of all. It is expected that the tuition fees from the students of this new branch of Union college will pay the annual fixed charges of the laboratory.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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General debility—failure of the strength to do and the power to endure—is cured by the great tonic—Hood's Sarsaparilla.

New York City and Vicinity.

The dinner, of the Male Teachers' Association, will be at Hotel Marlborough, Broadway and 36th street, Jan. 17, 1903, at six o'clock. "Education and Citizenship" will be discussed by Chancellor McCracken, Prof. W. F. Gordy, Prof. A. M. Wright, Dr. Walter L. Hervey, and others.

New York university has engaged Prof. John F. Reigart, until recently superintendent of the ethical culture schools, to continue the work of Prof. Edward R. Shaw in the course of principles of education until the end of the present term.

It is proposed to amend the by-laws of the board of education so as to permit the appointment of two new examining physicians.

It is probable that the old board of trustees of Erasmus Hall academy, which deeded the property in trust to the city, will demand of the board of estimate the erection of a new building on the site. They claim the city is obliged to do this under the terms of the transfer.

A proposition has been made by Commissioner of Corrections Hines, to have the board of education operate a single class school for juvenile offenders in the city prisons.

The board of estimate has granted \$600,000 to the College of the City of New York for beginning the work on the new buildings. The remainder of \$2,100,000 will be appropriated as the work progresses. It is expected to have the buildings ready for use by the end of this year.

Columbia university is offering a course on the history of China, by Prof. Friedrich Hirth.

One of the lines of activity which will result from the agreement for co-operation between the Alliance Francaise, of New York, and Columbia university will be the examination of candidates for certification as teachers of French, similar to that of the University of France.

The New York Botanical garden has received the reports of two of the expeditions it sent out last year. Thru the liberality of George W. Perkins, of New York, an expedition was sent to Nova Scotia and Newfoundland. Here were secured 12,000 specimens of over 2,000 species of plants, one-third of them being marine plants.

The expedition sent to the north of Montana also did much for scientific botany. Many Alpine forms of plants were discovered. Ample statistics were secured establishing the variation of plant life caused by temperature and latitude, and of the general vertical distribution of flora.

The Midland Electric railroad of Staten Island will run every other car during the morning hours at the opening of the schools, for the benefit of school children.

A new parochial school is to be erected on Ninety-first street at a cost of \$100,000. The building will be four stories in height, with a front of granite, brick, and terra cotta, the frontage being 100 feet. In the rear part of the structure there will be a large auditorium.

Dist. Supt. John H. Haaren is to take up the course on "Principles and Methods of Education," in connection with the Institute of Pedagogy of the Catholic university. The intention is to make the course a practical one for the public school teachers of the city.

It is probable that the board of estimate will approve an appropriation of \$250,000 for the establishment of play centers on the sites of Union, Catherine, Clinton, and Tompkins markets.

The committee on supplies will request

to be allowed to award the printing contract to other than the lowest bidder.

At the meeting of the New York section of the American Chemical Society, on January 9, the Nichols medal for the year was awarded to Dr. E. B. Voorhees, director of the New Jersey Agricultural Experiment Station, for valuable work in agricultural chemistry.

The pupils of public school No. 166, in West Eighty-ninth street, are to publish a paper, to be called *The Eagle*. The first issue will appear this month.

In an address before the Educational Alliance on Jan. 4, Supt. Maxwell said that "the very crowding in tenement houses serves some good purpose in that it enables the common schools to reach the masses of the foreign children as never could be if they were scattered over a large territory. It is in the massing of children in the large cities," he said, "that the schoolmasters find their greatest opportunity. There are," he went on "two parts to the education of children. One is to prepare them for earning a livelihood and the other is to lay bare before their inquiring eyes nature and culture, and prepare them to perform their duties as parents and as good citizens. We are wrong in not giving enough attention to the first part of their education. To give men and women refined tastes without the means of gratifying them is to place great temptations in their way."

The Bronx schools are to be renumbered in order that the numbers may run regularly. The schools in the boroughs of Manhattan and the Bronx were numbered together but as they are now entirely separated, there is no reason for the old numbering to remain.

At P. S. No. 105, Manhattan, instruction in Venetian ironwork, basketry, and chair caning has been introduced. Book binding will be added as soon as a teacher can be procured.

New recreation centers have been opened in Manhattan at P. S. No. 8, 53, and 105; in Brooklyn at P. S. No. 53, 25, and 117.

Thomas E. Bussey, private secretary of Dr. Maxwell, has been transferred to a clerkship in the superintendent's office.

The special commissioner of the Argentine Republic to examine the educational systems of the United States, Great Britain and Germany, James H. Fitz Simon, has offered the principalship of the normal school, to be organized by the Argentine Republic at Rosario, to Prin. Albert Shiels, of P. S. No. 40. Dr. Shiels was at one time assistant cashier of the Panama railroad, and later Mexican consul and British pro-consul at Panama, where he learned Spanish. Until two years ago he was principal of the Wooster street school.

Legally Unjustifiable Reduction.

An important school decision has been made by the Appellate Division of the Supreme Court in the case of Katharine R. Callahan, a teacher in Brooklyn. In June, 1900, she was appointed to a sixth grammar grade. In September the principal placed her in the fourth grammar grade at a salary of \$150 per year less. The court held that she was entitled to the sixth grade position, and that it was "the intention of the legislature that a public school teacher appointed here should continue to occupy his or her position as such during good behavior and competency." Reduction is really "a removal from the position occupied, accompanied by appointment to a lower position. Such a reduction, involving as it does here, a decrease in compensation, cannot be deemed a reassignment."

Evening School Positions.

The Supreme Court has handed down a decision which practically declares appointments to evening schools prior to the new charter absolutely permanent.

The case was that of James Cusack, formerly principal of the evening high school, No. 3, in Brooklyn. The board of education divided the sexes into two schools, and failed to reappoint Mr. Cusack. He applied for a writ compelling the board to reinstate him. This writ is now issued and similar action is ordered in the parallel case of W. J. O'Leary, formerly principal of another evening high school. The board of education will appeal from this decision. If it is upheld all former evening school appointments are permanent and much confusion will result.

Industrial Training of Girls.

Miss Annie L. Jessup, superintendent of domestic art in the New York public schools, says in the *The Tribune* that it would be a revelation to many citizens of New York to see what is being done in the evening schools, especially in teaching working girls how to help themselves in the matter of dress. In the night schools, she explains, the aim is not the teaching of a trade. It is to give each student a certain amount of knowledge which will not only enable her to be self-helpful, but will teach her the relation of domestic art to the economies of the world and bring into practical use a knowledge of line, form, color, style, and fabric.

The work begins with a simple system of drafting, then the student works on models and later on more elaborate materials. The board of education furnishes all the material for practice.

In the day schools the children, after drafting their patterns to a scale, make all kinds of garments. In addition small looms are now being procured for work in classes, which will give each child an opportunity to weave a piece of cloth for herself. Repairing and mending form an important part of the course, and many of the patches made are marvels of neatness and accuracy, while some of the pieces of mending are wonders of woven warp and woof.

The People's University.

The free lectures under the auspices of the board of education were resumed on Jan. 5, with a new series. Particular attention is being paid to music. The lectures are illustrated by songs and explanations of the origin of music, including operas, and songs of the different nations.

In view of the present interest in South American affairs, lectures will be given on Mexico, Central America, the West Indies, Martinique, Panama, Venezuela, Peru and Chili.

The figures collected by the board of education show that the attendance has steadily and rapidly increased. Complete returns have been received for the fall courses, which show that 437,000 people attended the lectures, as follows: Manhattan and the Bronx, 220,000; Brooklyn, 150,000; Queens, 55,000; Richmond, 18,000. There are 62 lecture centers in Manhattan and the Bronx, 31 in Brooklyn, 16 in Queens, and 6 in Richmond.

White Plains Wins.

School District No. 1, White Plains, N. Y., has been awarded the Wadsworth prize of \$100 for the best kept school grounds in this state. The second prize goes to District No. 5, Mexico, Oswego county. These prizes are offered by William A. Wadsworth, of Geneva, and are awarded thru the New York state department of public instruction.

Improvement in School Grounds.

Last year thru the courtesy and liberality of the Perry Mason Company, of Boston, publishers of *The Youth's Companion*, twenty American flags, six by nine feet, made of the best quality of bunting, were offered to the twenty schools in New York state making the greatest improvement in their school grounds during the year commencing May 1, 1902. State Supt. Skinner just announced the awards. Two prizes are given to Nassau county. Cedarhurst No. 15, and Floral Park, No. 22, both of the town of Hempstead, are the winners, and each will receive a *Youth's Companion* flag. The offer will doubtless be renewed this year, and it is hoped that many other districts will join in.

Anti-Alcohol Lessons Ethical.

Dr. Harry Monmouth Smith, professor of chemistry in Syracuse university, in an address on January 9 stated that alcohol is neither a food nor a poison. He illustrated this fact by the aid of stereopticon views showing the effects of other foods than alcohol on the human body.

"It is a great mistake," he said, "after Professor Atwater's theories, to have this question treated in the public schools, as the text-books on the question are largely founded on sentiment rather than on science. In my opinion the discussion of this subject in the public schools is more in the province of ethics than that of physiology."

First Assistants' Examination.

Following are the questions in science of education asked at the recent tests for license as first assistant in high schools:

SCIENCE OF EDUCATION.

Time, three hours.

1. "The high school, tho of secondary rank, belongs in its interests and method to the common school system, and fits its own teaching to the accomplished results of the elementary school."

Explain and criticise the above statements. (5)

2. (a) Name or describe the distinctive characteristics of the high school period of a pupil's life. (1)

(b) State, with reasons, the proper methods of treatment for each of the characteristics given in answer to (a). (4)

(c) State three of the leading educational or administrative problems (not mentioned in "a" or "b") that may arise in high school work, and discuss briefly each of the problems stated. (5)

3. Explain and illustrate what is meant by the method of science, and state, with reasons and illustrations, the scope of its use in the teaching of biology in high schools. (5)

4. State and criticise the views of the committee of ten in regard to the teaching of biology or zoology. (5)

5. In a general course of botany and zoology, what should be the character of that portion devoted to physiological works? Give reasons. In what relation should it stand to the other biological work? Give reasons. What end should be kept in view? (5)

6. "Science has to do only with the facts of sensuous experience." "Physical science is essentially superficial and not fundamental." Explain and compare these statements. (5)

7. "The scientific frame of mind is adapted only to science, but not to art, literature, and religion, which have something essential that science does not reach, not because of the incompleteness of the sciences themselves, but because of the attitude of the mind assumed in the observation of nature." Criticise this statement with a view to finding the proper function of science study in the school curriculum. (5)

Highlands Council.

Midway between the fields of educational forces which center in Albany and New York, lies the territory of the Schoolmaster's Council of the Highlands, meeting at Newburg, N. Y., three times per year. Its membership is composed of superintendents, principals, and male teachers in the six adjoining counties. The plan of each meeting includes a banquet, a short toast-list and an address by an educator of acknowledged worth, for Friday evening; on Saturday morning an educational paper of some length by a member of the council, after which a free discussion ensues.

At the recent meeting, Dr. Charles De Garmo, of Cornell university, spoke on "Clear Ideas versus Vivid Ideas." His address was teeming with suggestions for improving the modern concepts of educational procedure. Others on the program were Supt. W. A. McConnell, of White Plains, and Prin. E. B. Demond, of Fishkill-on-Hudson. At the meeting on Feb. 13, 1903, Professor Gordy, of New York university, will be the guest of the evening. Prin. Richard E. Coon, of New Hamburg, is the president of the council.

N. Y. State Aid to High Schools.

In connection with the proposed plan of increasing the general school appropriation by \$250,000 and that non-resident pupils receive free high school education, a dispute has arisen between the state department of public instruction and the state board of regents over which shall disburse this money. By the plan suggested the state will pay the towns a fair tuition rate for the high school education of pupils from towns where no high school is maintained. Last year 9,639 pupils of this character paid for their education a sum aggregating \$144,585.

The regents have declared their willingness to use a surplus of \$10,000 in their department as a basis for a fund for state aid to high schools on account of non-residents. The legislature will have to appropriate the difference. The regents claim the right to distribute this money according to the law of 1873. The state department of public instruction claims that the law of 1873 has become a dead letter, and that as nine-tenths of the state school money is distributed by the state department, this proposed fund should be under its charge. The matter will probably have to be decided by the legislature.

Chicago and Thereabout.

Superintendent Cooley has approved a list of sixty-one teachers in the elementary schools who passed the promotional examinations of December 20.

A little Chicago school girl, sixteen years of age, despondent over her poor success in her school studies committed suicide on December 31 by taking carbolic acid.

President Mark, of the board of education, is hopeful that the supply of coal for the schools, on hand at the present time; will carry them thru the winter. He has recently stated that there is a sufficient supply of coal on hand at each school to warrant the belief that no trouble will result before the coal famine is over. However, there is much complaint among the teachers over the conditions and one school has been obliged to close. It was claimed, however, that this was due to the ignorance of the engineer and not to lack of coal.

Segregation of Sexes.

In the current issue of the *University Record* President Harper, of Chicago university, defines his ideas on segregation. He says:

"My policy proposes the continuation of the separation which has already

taken place in chapel assembly, with possibly an extension in the matter of division lectures. It permits co-instruction in those courses offered to junior college students for which the registration is not sufficiently large to warrant division on an economical basis. For example, at the present time one-third of all the courses offered to junior college students, roughly speaking, will be offered to men, and one-third to women and one-third open to both men and women.

"It would mean that as the members increase the number of courses retained as co-instructional on grounds of economy would be diminished. The plan makes necessary the provision of separate classrooms and laboratories."

Recent Deaths.

Prof. G. A. Zimmermann, ex-supervisor of modern languages in the Chicago public schools, died on January 5. Prof. Zimmermann was born in Basel, Switzerland, and came to this country in 1869. He at once became professor of languages at the Elmhurst Theological seminary at Elmhurst, Ill., where he remained until 1871. In 1874, he began his work in Chicago.

David Smit, a teacher in the Teachers' Training school, died on January 9. He was educated in the city schools, and graduated from the College of the City of New York in 1900. Since graduation he has been in the English department of the training school.

Prof. Gabriel Bamberger, head of the Jewish Manual Training school in Chicago, died on January 9. He was one of the best known Jewish educators in this country.

David H. Daniels, for forty years connected with the Brookline, Mass., schools, first as teacher and later as superintendent of the grammar and primary schools, died on December 25. He retired from school work in 1890.

The Rev. William J. Gold, head of the Western Theological seminary, Chicago, died on Jan. 11. Before going to the Chicago institution he was a professor in Racine college for many years.

William Halsey Ingersol, formerly an inspector in Columbia university, died at Northport, L. I., on Jan. 8. From 1875 to 1878 he was assistant in engineering, and from 1878 to 1881 assistant in mechanics and astronomy at Columbia. He was compelled to resign on account of ill-health.

Charles Waldo Haskins, dean of the New York University School of Commerce, died on January 9. An expert accountant by profession, he was largely instrumental in the passage of an act in 1896 regulating the profession of public accountant and prescribing a board of examiners to be appointed by the regents of the University of the State of New York. Later he founded the School of Commerce of New York university.

Mrs. Nicholas Murray Butler, wife of the president of Columbia university, died suddenly on January 10. She was for several years deeply interested in schools and educational endeavors. She was a member of the board of managers of the Kindergarten Association and of the executive board of the Women's Auxiliary of the University Settlement. By vote of the trustees Columbia university exercises were suspended on the day of the funeral to allow the attendance of the trustees, faculty, and undergraduates. Mrs. Butler was Susanna Edwards Schuyler, daughter of the late J. Rutzen Schuyler, of Bergen Point, N. J.

Her funeral was held in St. George's church on January 12 and was largely attended by representatives of the university. Mrs. Butler leaves an eight-year-old daughter with the bereaved husband.

Educational New England.

The Boston Public School Association has filed its municipal campaign account for 1902. The statement shows that the receipts were 11,872 and the expenditures \$11,775. The expenditures were mainly for salaries, stationery, printing and postage.

There are persistent rumors afloat in Boston that there is trouble among some of the members of the school committee over the teachers' retirement fund. This fund, which has been deposited for a long time with the National Bank of the Republic, was transferred to the Adams Trust Company without the knowledge of some of the members of the school board. There has been some heated discussion over the matter, but it has been prevented from coming into an open meeting so that it has been kept a secret until recently. The matter is still open, and it is possible that more may be heard of.

The vacancy caused by the death of Miss Alice L. Williams, principal of the Fisher school, Westwood, Mass., has been filled by the appointment of Miss F. C. Lawrence, of Marlboro, N. H., to the position. Miss Lawrence is a graduate of Pittsfield High and Framingham Normal schools.

In consideration of forty-three years of active service, the Boston school board has awarded one year's leave of absence on half pay to Mary G. Land.

The program for the lectures of the Twentieth Century Club of Boston, for the rest of the month is as follows: Jan. 17, Dr. Andrew S. Draper, president of the University of Illinois, "Co-education in America;" Jan. 24, Dr. Pace, professor of psychology, Roman Catholic University, Washington, D. C., and dean of the Roman Catholic School of Pedagogy, New York city, "Moral Education; the Roman Catholic View;" Jan. 31, Dr. W. H. P. Faunce, president of Brown university, "Moral Education; the Protestant View."

The Rev. Dr. William Byron Forbush addressed the Newton Education Association on January 12 on "The Confessions of a Father."

CHELSEA, MASS.—Miss Alice Hazelton has been chosen a teacher in the Prattville school. She is a graduate of Pinkerton academy, Derry, N. H., taught four years in the district schools of New Hampshire, then a year in Pueblo, Colo., and later at Stoneham. Miss Gertrude Burns, a graduate of Cushing academy, Ashburnham, and a teacher of seven years' experience in Chatham and Norwood, also enters the Prattville school.

Miss Mina F. Noble, of Mansfield, takes the place of Miss Guild, appointed to Boston, in the Cary school. She is a graduate of the State Normal school, Farmington, Maine, and has had five years' experience.

Miss Helen M. Dunbar, who has been the principal of a ten-room school at Waterville, Me., for ten years, has been elected teacher in the Shurtleff school. She is a graduate of the Normal school of Castine, Me.

SOMERVILLE.—Mr. George A. Whipple, of this place, has accepted a position as teacher of Latin in the township high school at Evanston, Ills. Last year, Mr. Whipple, who is a graduate of Harvard, was a teacher in the Frye school, of Boston, and since September he has been teaching in the Princeton-Harvard school, at Detroit.

SALEM.—Mr. James P. Webber, a teacher in the high school of Bath, Me., has been elected teacher of English in the Salem high school. He has taught in the Bath high school since his graduation at Bowdoin college, in 1890.

WATERVILLE, ME.—The State Teachers' Association held a two days' session on Dec. 30 and 31. Among the speakers were State Supt. W. W. Stetson, and Supt. G. A. Stuart, of New Britain, Conn. The latter spoke on "The Superintendent and the Teacher."

NEW HAVEN, CONN.—Yale university is the residuary legatee of the late Edward Wells Southworth, of New York city, a graduate in the class of 1875. The estate has lately been appraised, and the portion which will go to the university will be \$172,000. It is to be used to purchase books for the library, half for general uses and the rest for the department of belles lettres.

Professor Churchill, of Amherst college, has been appointed associate editor of a series of books entitled "Materials for a Knowledge of the Older English Drama," of which Professor Bangs, of Belgium, is editor-in-chief.

EXETER, N. H.—Phillips Exeter academy has lately received thru Professor Seymour, of Yale university, a collection of 113 coins, in pieces of copper, silver, and bronze, collected in Greece and Turkey. Many of them are very rare, and they range in date from 500 B. C. to 200 A. D., some of them being commemorative of Alexander the Great. These coins come as a gift of Prin. Henry K. Wingate, of a boys' school at Tolas, Caesarea, and are the indirect result of the support of one or more boys in his school by the Phillips church, Exeter.

PROVIDENCE, R. I.—Prof. Ralph W. Tanner, of the department of chemical physiology in Brown university, has been elected librarian of the Museum of Natural History, New York. He will be associated with Professor Bumpus, formerly of Brown. Professor Tanner graduated in 1892, and afterwards studied in Leipsic.

MIDDLEBURY, VT.—The geological, zoological, and botanical specimens of Middlebury college have been rearranged in their new quarters in the Warner Science hall, under the direction of Professor Burt, of the department of natural science. Professor Burt is at work on a herbarium of cryptograms, a field of science very imperfectly developed.

CONCORD, N. H.—Eben F. Phillips has resigned the principalship of the Dennis, Mass., high school and has accepted a position as sub-master in the Concord high school.

The museum of Wesleyan university has received a collection made by Professor Conn, of that institution, of about three hundred specimens of Fungi, representing nearly a hundred species. Mrs. Van Benschoten has presented this museum with a considerable number of minerals, fossils, and Indian relics.

Sidney Lee, the famous English Shakespeare scholar, is on his way to Boston where he will deliver a course of eight lectures at the Lowell Institute, on "Great Englishmen of the Sixteenth Century." He will speak at Harvard, Yale, and Wellesley in February. He will deliver the Trask lecture at Princeton on "Foreign Influences on Shakespeare," and subsequently will be at Columbia, Johns Hopkins, University of Pennsylvania, Cornell, Western Reserve, Vassar, Wells, and, perhaps, Chicago.

The Yale Art school has instituted a course of three hours an evening for five evenings a week, for special work in illustrative drawings for periodicals.

The Rhode Island Barnard Club discussed "The present condition of mathematical training in the schools," at its monthly meeting on January 10. The

subject was opened with addresses by Dr. A. E. Winship, of Boston, and Prin. Joseph E. Mowry, of Providence.

The trustees of the Boston Public Library have appointed Horace G. Wadlin, the noted economist and chief of the bureau of statistics, librarian, to take office February 1. Mr. Wadlin is a member of the American Economical Association, the American Academy of Political Science, the American Social Science Association, and a vice-president of the American Statistical Association.

Better Returns Wanted from School Moneys.

Mayor McNamee, of Cambridge, sharply criticised the Cambridge schools and the school committee at the organization meeting of the committee on January 9. He found fault with the hours of the teachers in the high and Latin schools, claiming that the three and three-fourths hours a day that they teach is not enough, and stated that he believed that from \$8,000 to \$10,000 a year could be saved by a more careful management of the schools. He further stated that the teachers in the high and Latin schools in Cambridge are not employed as many hours a day as are those in a prominent private school in the city, and if the teachers in Cambridge were made to perform the duties of teachers in other places, the cost of the teaching force would be reduced twenty per cent. Admitting that the day teachers are given a few hours so that they may not become tired and worn out, he stated that for the same reason these teachers should not be allowed to teach in the evening schools. In his opinion, day teachers should be barred altogether from the evening schools. He also took exception to classes of only one, two, four, or ten pupils, recommending that this matter be carefully considered.

In referring to the cooking classes the mayor said, "After careful inquiry, I find that one of the great results attained is a knowledge of the fine art of making chocolate creams, floating islands, and perhaps that toothsome dish called fudge."

In closing he stated that the charter of the city gives him general supervision over all officers, and this year he intends to see to it that the people get proper return for their money spent thru the school committee.

To Study Indian Dialects.

The Carnegie institute has granted funds to the department of experimental psychology at Yale which will be used for the study of dialects in this country. An expedition, which is to be known as the Yale Phonetic Survey, will be sent out to various places in the West to collect gramophone records of the rapidly disappearing Indian dialects. Southern and Western modes of speech will also be studied and records taken, but the main object of the trip will be to collect Indian speech.

A movement among philologists to study the Indian dialects of the United States before they become so corrupted that study would be impracticable has been on foot for several years, the idea having been taken up at the suggestion of Prof. Scripture of Yale. Until recently, however, no definite plan to carry out this work had been suggested.

The co-operation of the School of Practical Agriculture and Horticulture, at Briarcliff Manor, has been promised to the authorities of Teachers college, if it establishes a department of agriculture, as an extension of its work in nature study. The suggestion of the new department was made by Dean Russell, and has been favorably received by the college authorities.

The Des Moines Meeting.

Over 1,000 teachers attended the meeting of the Iowa State Teachers' Association at Des Moines. Most of the work was done in the departmental meetings, but general sessions were also of much interest. Robert W. Walcott, of Nebraska State university, spoke on "How to Study the Birds of a Given Area"; Charles Fordyce, of Wesleyan university, on "An Illustrated Lesson in Nature Study," and Prof. Wilbur S. Jackman, of the University of Chicago, on "Nature Study Adapted to a Given Area."

Pres. J. G. Schurman, of Cornell university, State Supt. Nathan C. Schaeffer, and Miss Sarah Louise Arnold, of Boston, were also on the program.

The following officers were elected for the ensuing year: President, A. W. Fulmore, Pawnee; vice-president, W. M. Kern, Columbus; secretary, A. O. Thomas, Kearney.

A Live Convention at St. Paul.

The Minnesota State Educational Association met at St. Paul and brought together over 2,000 teachers. Pres. S. J. Race advocated that more power should be given to the county superintendents. Supt. J. H. Seal criticised the absence of religion from the present teaching in the schools. "The tendency toward de-Christianization," he said, "should be stopped at once." John Lind addressed the teachers on "The American Gibraltar," which he considers to be the public school system. He, too, advocated more religious teaching in the schools. "The Decalog," he said, "is the highest expression of humanity for all who believe in a Supreme Being, and as such should be studied by our children." Supt. Lafayette Bliss in an address on "The Status of the American Teacher" demanded a higher standard of teachers. "Teaching," he said, "should be regarded as a life career and not as a makeshift. The school teacher should be a leader in the social life and an adviser in political life, because his position is the most important local public office that exists."

Prof. W. H. Hays, of the University of Minnesota, outlined the plans for a proposed agricultural school system in the state. This plan includes a consolidation of all the rural schools in a township, into a large institution which shall cover the work of the first two years of the ordinary high school. Then there is to be an agricultural high school for every ten counties. The state agricultural college is to complete the system.

Supt. J. K. McBroom, of Elgin, vigorously attacked the present school system on the ground that the teachers are working too hard. He was especially severe in his strictures on summer schools, saying that the reason for the early breakdown of many teachers is the additional work in the courses of the summer schools.

Pres. David Starr Jordan, of Leland Stanford, Jr., university, spoke on "The Demands of the Twentieth Century." He said that vice is "an injury inflicted on ourselves, an endeavor to make the brain record false impressions and cheat us into false enjoyment, and as the mind of man loses its accuracy of impressions, so far does man lose his value for doing the work of the world." The advice Dr. Jordan would give to a young man is to live that he can be in the future what he ought to be.

Among the other speakers were: Margaret J. Evans, of Carleton college, who advocated co-education as the promoter of happy marriages; C. H. Booston, of the Southern Minnesota Normal college, who, in his address on the "Submerged Tenth," made a plea for the education of our older immigrants, particularly in the English branches; and D. W. Kemmerer

speaking on "compulsory Education," advocated the plan of compelling county officials to enforce school attendance instead of the local authorities.

Considerable interest was aroused by the address of Mr. Zinnel on "Penmanship." He said, "No one can become a good penman who smokes cigarets."

Before adjourning the association voted to hold the next annual meeting in Minneapolis and passed resolutions advocating the passage of a law to secure to the county superintendents the power to condemn unsuitable school buildings and to make their written approval necessary on plans for new buildings. Increased salaries and powers were also advocated for the county superintendents.

Educational Needs of the South.

A dinner was given to the Southern Education Board and the General Education Board on January 8, by Robert C. Ogden. Most of the members of both boards were present in addition to other guests prominent in educational work.

Governor Montague, of Virginia, stated that there is at present a great educational revival in Virginia and that politics are being gradually eliminated from the public school question. Edgar Gardner Murphy, of Alabama, secretary of the Southern Education Board, commented upon recent school statistics. "I do not want," he said, "to criticise our government where it touches the fate, the lot of the people of our territories; yet when we are finding needs to meet and tasks to accomplish, from the Eskimo to the Filipino, from Porto Rico to Guam, the time has come to look straight and clearly before us to the home acre of our own undeveloped citizenship. If this is not an appeal to the national government, it is certainly an appeal to our national patriotism. The per capita educational expenditure in the United States is \$20.19, whereas in Alaska it is \$17.45, in North Carolina \$3, and in Alabama \$4.42, and yet sixty per cent. of the Alaskan children are children of Eskimos, and are not prospective citizens."

"Just as you in the North have the problem in the past in what we may call overmunicipalization of life, so we in the South are troubled with what we may call undermunicipalization of life. The little state of Massachusetts has almost as many cities of 23,000 inhabitants as all the states of the secession. In the capital city of Alabama, the negroes outnumber the whites three to one; in the neighboring county of Lowndes the colored people outnumber the whites six to one. Under such conditions we have not only a rural population but a double population involving a double education."

Dr. Wallace Buttrick, executive secretary of the General Education Board, told of the interest of the South in educational work. "The hope of education in the South," he said, "lies not in the money given in the North, nor in the government and educators, but in the men and women who give their lives for the work. The first need," he continued, "is for more schools and taxation for their benefit. Give the South the demand for teachers and the supply of teachers will come."

President Dabney, of the University of Tennessee, described the rural schools in the South of the past and present, concluding with the statement that the chief trouble with Southern schools is that they give a smattering of education to many, but a thoro training to a very few.

Pres. E. A. Alderman, of Tulane university, followed with a speech on the spirit of education in the South. He said that the center of gravity in Southern life has changed from the court house to the school-house. The time has come when the Southern educators are beginning to see the light. There has been progress. The valuable aid of the North has availed

much. What the South needs is to train its children for industrialism, but not for commercialism. We need most the practical-minded, scholarly man. By the scholarly man I mean one who knows things, who wants to know, who is the master of his own soul, who acts without haste or violence, but straight and clear. Never has there been a movement in my time that expressed the enthusiasm and idealism of the South with the patience and energy and persistence and untiring desire of helpfulness as does the present movement.

Florida Schools and Teachers.

The proposition has been made to pay teachers for the time spent in attending educational conventions. This is as it ought to be.

The next Florida legislature will consider a bill to establish a free high school in every county in the state, to be maintained at the expense of the state. The cost need not exceed \$90,000 a year.

Rollins college, Florida, is to be congratulated on securing Dr. Blackman as president.

The John B. Stetson university, at Deland, has inaugurated a new feature this year, a special course in manual training for teachers, adapted to fit them to teach manual training in the public school.

The Florida State Normal school at DeFuniak Springs, is maintained by the state solely for educating teachers. Its course of study covers four years. The new library, laboratory, gymnasium, and enlarged dormitory for women, and especially the new model school, make the facilities of the institution better than ever before for aiding education in the state.

The Florida State Teachers Association met at Orlando, on Dec. 29, 30, and 31. The addresses included: "Uniformity of Work and Co-ordination of Grades in the Educational System of Florida," by M. Etta Hancock, of Archer, and Supt. J. M. Williams, of Gainesville; "The Coming Country School," by Dr. E. C. Branson, of the State Normal school, Athens, Ga.; "The Teacher's Need of Books and Libraries," by Stella B. Vincent, of Deland; "The Bearing of Child Study on Social Philosophy," by W. F. Blackman, of Winter Park; "The Nutrition of the Body as a Factor in Mental Development," by Elizabeth Bangs, of St. Petersburg; "The High School and College Commission," by H. E. Bennett, of Tallahassee; "The Relation of the Teacher to the Community," by L. A. Bennett, of Crystal River, and "Scope of Sciences in the High School," by Dr. W. E. Knibloe, of Jacksonville. The meeting was exceedingly helpful and was well attended.

In Oklahoma.

Lawton will soon build two new school buildings, at a cost not to exceed \$40,000.

The school board of Cordell has ordered new single seats and desks to furnish two rooms of the new school building. The entire outlay for seats and desks will amount to about \$600.

The Newkirk high school building is completed and in use. This ends the holding of sessions in rented rooms in that city.

The board of regents for the normal schools of Oklahoma is rapidly pushing work on the Southwestern Normal school, to be located at Weatherford.

The Agricultural and Mechanical college offers a short course in domestic economy, designed for young women who cannot take the full course of lessons in theoretical and practical instruction in cooking, sewing, and hygiene. There also is now a short course in agriculture.

Here and There.

The National Senate passed a bill on January 8, granting additional lands to the University of Montana.

It was decided at the recent meeting of the National Association of State universities that the appointments of students from educational institutions in America to the Cecil Rhodes scholarships in Oxford university must be based on educational and social tests, with no regard whatever for political influence.

LONDON, ENG.—In accepting the vice-presidency of the Iron and Steel Institute, Andrew Carnegie established seven student scholarships of an annual value of

\$500 each, for the furtherance of metallurgical research.

A crisis has been reached in the affairs of the Peabody Normal college, at Nashville, Tenn., and decisive action must be taken by the legislature or the institution will be obliged to remove elsewhere.

The buildings are entirely inadequate and the salaries of the instructors are pitifully small. The General Education Board stands ready to aid the school, but insists that the state should first manifest some appreciation of the school. This is one of the greatest schools for teachers in the South and already its graduates are teaching in every Southern state.

Nathan B. Coy, former state superintendent of Colorado, has been elected principal of the San Diego, Cal., high school.

The scope of the San Francisco Commercial high school has been greatly broadened, making it as near a modern business college as possible. The course is two years, with special attention to stenography and typewriting.

MURPHYSBORO, ILL.—The teachers of this town at a meeting held on January 10 decided to form a union. S. J. Shoemaker was elected president of the organization, and H. A. Keeley, secretary. The main object of this action is to secure an advance in the wages of the teachers.

It is believed in Rome that Mgr. O'Connell will be appointed rector of the Catholic university at Washington. He was at one time rector of the American college at Rome, and has lived there since 1890.

The Tennessee Public School Officers Association will meet at Nashville, Tenn., on January 20, 21, and 22.

The teachers of Anderson, Indiana, have not given up hope that a new normal school may be established in that city, in spite of the action of the State Teachers' Association. They think that the action of the association will have but little weight with the legislature. Many of the teachers who voted against the establishment of the new school did so, it is said, from selfish motives, thinking that if more teachers were demanded the hoped-for salary increase would be indefinitely delayed. The spirit of opposition is not nearly so general as it appeared at the association meeting.

A superabundance of school feeling caused a small riot recently at a game of basket ball between teams representing two Indianapolis schools. Trouble was obviously brewing thruout the game, and at the close there was a rush and the opposing forces mixed things up in a surprising manner. Blows fell like hailstones, and one excited youth drew a knife. Luckily the police appeared before any blood was spilled and put an end to hostilities.

A new impetus has been given to the life and work of Albion college, Albion, Mich., by the payment of its outstanding debts of \$92,000 as a result of the work of President Dickie. The subscription was started by a gift of \$20,000 by Governor Bliss, conditional on the raising of the entire amount.

Prof. Edward C. Franklin, at present professor of physical chemistry in the University of Kansas, has just been appointed associate professor of organic

The Right Thing

A New Catarrh Cure, Which is Rapidly Coming to the Front.

For several years, Eucalyptol Guaiacol and Hydrastin have been recognized as standard remedies for catarrhal troubles, but they have always been given separately, and only very recently an ingenious chemist succeeded in combining them, together with other antiseptics into a pleasant effective tablet.

Druggists sell the remedy under the



name of Stuart's Catarrh Tablets and it has met with remarkable success in the cure of nasal catarrh, bronchial and throat catarrh and in catarrh of the stomach.

Mr. F. N. Benton, whose address is care of Clark House, Troy, N. Y., says: "When I run up against anything that is good I like to tell people of it. I have been troubled with catarrh more or less for some time. Last winter more than ever. Tried several so-called cures, but did not get any benefit from them. About six weeks ago I bought a 50-cent box of Stuart's Catarrh Tablets and am glad to say that they have done wonders for me and I do not hesitate to let all my friends know that Stuart's Catarrh Tablets are the right thing."

Mr. Geo. J. Casanova of hotel Griffou, West 9th street, New York city, writes: "I have commenced using Stuart's Catarrh Tablets and already they have given me better results than any catarrh cure I have ever tried."

A leading physician of Pittsburg advises the use of Stuart's Catarrh Tablets in preference to any other treatment for catarrh of the head, throat or stomach.

He claims they are far superior to inhalers, salves, lotions or powder, and are much more convenient and pleasant to take and are so harmless that little children take them with benefit as they contain no opiate, cocaine or any poisonous drugs.

All druggists sell Stuart's Catarrh Tablets at 50 cents for full-size package and they are probably the safest and most reliable cure for any form of catarrh.

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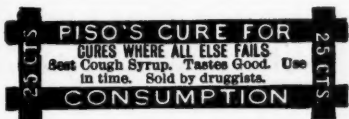


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For thirteen years we have published *Our Times* exclusively for teachers and schools. It is the pioneer current history magazine—twice a month, 50c. a year. The whole world right up to date—current events, current thought, inventions, discoveries, etc. Puts life into the study of geography and history especially; keeps you fully posted; sharpens the wits of yourself and your pupils as no book does. Subscriptions get it for 40c. with this paper. Send us a club (40c. each) and use it in your school this year, as thousands are doing. E. L. KELLOGG & Co., 61 East Ninth Street, New York.

Please mention this paper when writing.

chemistry in the Leland Stanford Junior university, his work to begin with the opening of the next college year, August 1, 1903. Professor Franklin is a graduate (1888) of the University of Kansas, and has his doctor's degree (1894) from Johns Hopkins.

OSSINING, N. Y.—A petition has been filed with the Westchester county board of supervisors to assess taxes upon Mount Pleasant academy in this town, which is worth about \$120,000. During the seventy years of its existence it has escaped taxation, on the ground of being an educational institution. The petitioners claim that it is private and not a public property. The school is owned by the state, but is controlled by a board of trustees.

Prof. B. E. Fernow, of the Cornell University College of Forestry, has declined a call to take charge of the new School of Forestry which is being instituted by the Dominion of Canada.

ANNAPOLIS, MD.—After the practical extinction of hazing at the Naval academy for the past three years, a most serious case has just been discovered. The victim of the affair, Robert H. Pearson, a member of the fourth class, is in the hospital with a broken jaw, undoubtedly received in a fight with an upper class man.

Dr. E. S. Ferris, of Hamilton, O., writes: "I have found five-grain anti-kamnia tablets an excellent remedy in all forms of neuralgia." Druggists dispense them and we would suggest your getting a dozen to have on hand in time of pain. Camping and outing parties will do the proper thing by having some in their medical kit for emergency cases.—*Courier of Medicine.*

Washington.

Three-Day Personally-Conducted Tour via
Pennsylvania Railroad

The next Pennsylvania Railroad Personally-Conducted Tour to Washington leaves Thursday, January 29. Rate, covering railroad transportation for the round trip, hotel accommodations, and transfer of passenger and baggage, station to hotel in Washington, \$14.50 from New York, \$13.00 from Trenton, and \$11.50 from Philadelphia. These rates cover accommodations for two days at the Arlington, Normandie, Riggs, Ebbitt, Shoreham, Cochran, Gordon, Barton, or Hamilton Hotels. For accommodations at Regent, Metropolitan, National, or Colonial Hotels, \$2.50 less. Special side trip to Mt. Vernon.

All tickets good for ten days, with special hotel rates after expiration of hotel coupons.

For itineraries and full information apply to ticket agents; Tourist Agent, 263 Fifth avenue, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street, Station, Philadelphia.

Itching Skin

Distress by day and night—

That's the complaint of those who are so unfortunate as to be afflicted with Eczema or Salt Rheum—and outward applications do not cure. They can't.

The source of the trouble is in the blood—make that pure and this scaling, burning, itching skin disease will disappear.

"I was taken with an itching on my arms which proved very disagreeable. I concluded it was salt rheum and bought a bottle of Hood's Sarsaparilla. In two days after I began taking it I felt better and it was not long before I was cured. Have never had any skin disease since." Mas. IDA E. WARD, Cove Point, Md.

**Hood's Sarsaparilla
and Pills**

rid the blood of all impurities and cure all eruptions.

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This scientific germicide is used
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cians everywhere. It is **absol-
utely harmless**, yet a most
powerful healing agent.

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these diseases, without injury to
the tissue, Hydrozone cures the
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Literary Notes.

Masters of Art is a series of illustrated
monographs in art issued monthly, by
the Bates & Guild Company, 42 Chauncy
street, Boston. The December number
has for its subject Bernardino Luini, of
the Lombard school of artists, and gives
a number of wonderfully fine plates rep-
resenting his masterpieces.

A fine collection of fiction, verse, and
articles on timely topics is found in the
January issue of *The Century*. The
frontispiece, one of the series of Cole's
"Engravings of Old Masters," will at-
tract general attention. Among the
notable articles are "The Prolog of the
American Revolution,—II; Arnold's
Battle with the Wilderness," by Justin
H. Smith; "From Cairo to Khartum,"
by William Gage Erving; "The Poe-
Chivers Papers," by George E. Wood-
berry; and "Looking into the Caribbean
Craters," by George Carroll Curtis.

One feature of the development of
magazines in the past few years is the
advent of such periodicals whose object
is to review world movements as *The
World's Work*. This magazine is edited
with great ability. It gives just what
the busy man with not too much time on
his hands wants to know. We will men-
tion some of the articles in the January
number: "The Industrial Wealth of Old
Mexico," "Modern Methods of Saving
Ships," "The Biography of an Office
Building," "A Day in the Regular
Army," etc.

One of the latest publications of the
American Book Company is "School
Composition," by Maxwell and Johnson,
for use in the higher grammar classes.
Dr. Maxwell is city superintendent of
New York, and Miss Emma Johnson is
principal of P. S. No. 140, Brooklyn.

Scribner's Magazine for January has
one article that ought to be of unusual
interest during the year that marks the
centennial of the purchase of the Louisi-
ana territory; it is on "The Old Route
to New Orleans—the Mississippi," by
Willis Gibson, with illustrations by Jules
Guerin. Among other articles are
"English Court and Society in the
Eighties," with many illustrations;
"Giusseppe's Christmas," by Mary H.
Peixotto, with illustrations by E. C.
Peixotto reproduced in color; "The Lib-
rary of Congress and the Blind," by
Margarita Spalding Gerry, with illus-
trations by Vernon Howe Bailey.

The Popular Science Monthly for Janu-
ary contains among other articles, "The
Missouri Botanical Gardens," by Prof.
William Trelease; "America's Distrust
of the Immigrant," by A. J. McLaugh-
lin; "Variation in Man and Woman," by
Havelock Ellis, and "Mental and Moral
Heredity in Royalty," by Dr. Frederick
Adams Woods.

The Spirit of Winter.

The Spirit of Winter is with us, mak-
ing its presence known in many different
ways—sometimes by cheery sunshine and
glistening snows, and sometimes by driv-
ing winds and blinding storms. To many
people it seems to take a delight in mak-
ing bad things worse, for rheumatism
twists harder, twinges sharper, catarrh
becomes more annoying, and the many
symptoms of scrofula are developed and
aggravated. There is not much poetry
in this, but there is *truth*, and it is a
wonder that more people don't get rid of
these ailments. The medicine that cures
them—Hood's Sarsaparilla—is easily ob-
tained and there is abundant proof that
its cures are radical and permanent.

Health and Rest for Mother and Child.

Mrs. Winslow's SOOTHING SYRUP has been used for
OVER FIFTY YEARS by MILLIONS OF MOTHERS
for THEIR CHILDREN WHILE TEETHING WITH
PERFECT SUCCESS. IT SOOTHES the CHILD,
SOFTENS the GUMS, ALLAYS all PAIN, CURES
WIND COLIC, and is the best remedy for DIPA-
RHEA. Sold by Druggists in every part of the world.
Be sure to ask for "Winslow's Soothing Syrup," and
take no other kind. Twenty-five cents a bottle.

The Value of Charcoal.

Few People Know How Useful It is in
Preserving Health and Beauty.

Nearly everybody knows that charcoal
is the safest and most efficient disinfectant
and purifier in nature, but few realize its
value when taken into the human system
for the same cleansing purpose.

Charcoal is a remedy that the more you
take of it the better; it is not a drug at all,
but simply absorbs the gases and impuri-
ties always present in the stomach and in-
testines, and carries them out of the sys-
tem.

Charcoal sweetens the breath after
smoking, drinking, or after eating onions
and other odorous vegetables.

Charcoal effectually clears and improves
the complexion, it whitens the teeth and
further acts as a natural and eminently
safe cathartic.

It absorbs the injurious gases which col-
lect in the stomach and bowels; it disin-
fects the mouth and throat from the poison
of catarrh.

All druggists sell charcoal in one form
or another, but probably the best charcoal
and the most for the money is in Stuart's
Absorbent Lozenges. They are composed
of the finest powdered Willow charcoal,
and other harmless antiseptics in tablet
form or rather in the form of large
pleasant tasting lozenges, the charcoal be-
ing mixed with honey.

The daily use of these lozenges will soon
tell in a much improved condition of the
general health, better complexion, sweeter
breath, and purer blood, and the beauty of
it is, that no possible harm can result from
their continued use, but on the contrary,
great benefit.

A Buffalo physician in speaking of the
benefits of charcoal, says: "I advise
Stuart's Absorbent Lozenges to all pa-
tients suffering from gas in stomach and
bowels, and to clear the complexion and
purify the breath, mouth, and throat; I
also believe the liver is greatly benefited
by the daily use of them; they cost but
twenty-five cents a box at drug stores, and
altho in some sense a patent preparation,
yet I believe I get more and better char-
coal in Stuart's Absorbent Lozenges than
in any of the ordinary charcoal tablets."

For some time past the large book
publishing houses of the country have
been suffering from various kinds of
frauds. One scheme has been to secure
books of more or less value by misrep-
resentation of identity. To such an extent
was this practice carried that the Post
Office department was appealed to in
order to trace the swindlers for violation
of the law against misusing the mails.
The capture of one man was recently
effected in Illinois, and the case was
prosecuted vigorously to serve as a warn-
ing to others. The man pleaded guilty
to having used several assumed names to
obtain books from various publishing
houses, ostensibly for inspection. He
was let off with a substantial fine. The
Post Office officials are said to have sev-
eral other cases in the same line, and,
assisted by the publishing firms, are
making strenuous efforts to break up the
practice. Frauds in the book line seem
to be particularly numerous just at pres-
ent and only the shrewdest work succeeds
in detecting them.

Early in the year, the new edition of
the high school catalog of the American
Book Company will be published. This
will appear in a single volume of over
300 pages, but for the convenience of
teachers of special subjects the publica-
tion of special portions of the catalog
will be made as usual. A new cover has
been designed for the new number which
will add immensely to the appearance of
the work. It will contain lists of the
standard and newest books for the high
school teacher and in addition there will
be many important announcements for
the ensuing year.

The School Journal.

ESTABLISHED 1870.

This weekly journal of education, now in its **thirty-second year**, will be found more valuable and more indispensable to superintendents, principals, and school officers and advancing teachers than ever.

It is understood that **everything of importance relative to education shall be found in THE SCHOOL JOURNAL.**

Fifty numbers are published in a year. In these every phase of the great question of education will be discussed, so that its value to those who are really interested in education cannot be over-rated.

Our Creed.

WE believe that a school official will perform his duties more intelligently by knowing what is done in other towns and cities.

WE believe that a superintendent or principal who does not keep posted concerning the movements in the great centers like New York, Chicago, Boston, and Philadelphia is fitting himself to be retired.

WE believe that a principal of a school (or class teacher) who does not make a study of education, but relies on politics to help him forward, has not the spirit of the true educator, and cannot be a real educator of children.

WE believe that teachers who neglect to read an educational journal and thus imbue their minds with opinions, thoughts, suggestions, and ideas concerning their work are making themselves into mere reciting posts. Such teachers usually fill their minds each morning with the twaddle in the daily papers, or the froth of the magazines; both of which unfit them to make any deep or permanent impression on their pupils' minds, the edge of their own being destroyed as by an acid.

WE believe that, as the principal of a most successful private school said: "The teacher I want must be baptized in ideas concerning the ways and means of progress in the intellectual and moral life of children. If he reads an educational paper I consider it a good sign."

WE believe that a man who is in education ought to be of it also; that is, if he is drawing pay he ought to give himself to his work; he ought to identify himself with his work.

WE believe the reason that teaching holds so low a place in public estimation is the fault of the teachers themselves; the public believes (right or wrong) that they are doing their work in a half-hearted, routinist way.

WE believe, yes, we know that our publications during the past twenty-eight years have put a hundred thousand "on the track," shown them what Teaching really means, and, to present it from the pecuniary standpoint, those persons instead of earning say \$250,000 have earned \$1,000,000 or even \$2,000,000.

WE believe that the professional spirit has been widely disseminated thru the influence of our publications—at least we have aimed at this, week after week for nearly thirty years.

WE believe that no fair-minded person can read THE SCHOOL JOURNAL without feeling that its chief effort is to put the teachers on a higher, nobler, more useful and more successful ground.

WE believe that thru it thinking teachers grow more competent, double their value, come to understand themselves and the work they are doing, and do that work in a different light and in a different spirit.

Why Published?

The public is at last concluding that it takes brains and study to fit a man to take charge of a school or a school system. We admit that many school boards do not feel this, but a great many do. We publish THE JOURNAL to enable one to understand the situation in all parts of the field, be he superintendent, principal, or school official. If we did not feel we were performing a most needful and worthy work, one contributing to the real advancement of education and planting it on higher ground, we would not continue our effort. There is little money in it; but there is the sense of doing a needed and valuable work, and that is the controlling motive.

Our Expectations.

With the aims we have and the efforts we make, we feel that we ought to have the support of every progressive superintendent, principal, school official, and advancing teacher in the entire country. We have given untiring labor for nearly thirty years to a work that all acquainted with it candidly admit has contributed enormously to build up genuine education and place the teacher's work on a higher and more worthy basis, and we expect appreciation and patronage. Let every reader of this subscribe. The \$2.00 he will spend will come back to him many times over.

TWO SPECIAL OFFERS:

Leading American Educators.

Ten Portraits, mounted ready to frame in portfolio, of Barnard, Butler, Parker, Soldan, Harris, Hall, Eliot, Dewey, James, Mann.

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Pick's Memory Culture.

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